

HERRON HIGH SCHOOL

Herron High School Charter Replication Application

April 2015



A replicated campus serving grades 9-12 to be located within the Indianapolis Public Schools District

Charter Applicant Information Sheet

Name of proposed school: TBD – “Herron High School 2nd campus”

Proposed School Address (if known): TBD

School district in which Proposed School will be located: IPS

Legal name of organization applying for the charter: Herron High School

Applicant's authorized representative: Joanna Beatty Taft

Full mailing address (include city, state, zip code):

Herron High School
110 East 16th Street
Indianapolis, IN 46202
317-396-3886
jtaft@harrisoncenter.org

The proposed school will open in the fall of school year: 2017

Proposed Grade Levels & Total Student Enrollment

Proposed Grade Levels & Total Student Enrollment School Year	Grade Levels	Maximum Student Enrollment
First Year	9	200
Second Year	9, 10	325
Third Year	9, 10, 11	450
Fourth Year	9, 10, 11, 12	575
Fifth Year	9, 10, 11, 12	575
Sixth Year	9, 10, 11, 12	575
Seventh Year	9, 10, 11, 12	575
Maximum	9, 10, 11, 12	575

Is school single-gender or co-educational? Co-educational

Are you planning to work with a management organization? No

Have you submitted this application to other authorizer(s)? No

Do you plan to submit an application for this school to another sponsor before the Mayor of Indianapolis makes a final determination on your application? No

Have you submitted any other applications to an authorizer in the previous five (5) years? No

Table of Contents

Reflection on Past Performance:	
MSCS Historical Performance Framework Ratings	1
Vital Statistics	2
Capacity to Replicate	4
Need	6
Governance and Management:	
Board and School Leadership	9
Organizational Structure	13
Financial Management	14
Budget Narrative	16
Risk Management	17
Support for Learning	18
Enrollment/Demand	18
Facility	20
Conditions for Success	22
Curricula/Academics	23
Assessments	25
Human Capital	26
School-Specific Goals	28
Community Partnerships	36
Transportation	36
Timeline	36

Appendices:

Appendix 1: Board and Leadership Biographies	38
Appendix 2: Technical Requirements Checklist	44
Appendix 3: Assurances Form	45
Appendix 4: Replication Workbook	47
Appendix 5: Nonprofit status and Articles of Incorporation	52
Appendix 6: By-laws	62
Appendix 7: Core Values Statement	71
Appendix 8: Teacher Evaluation	72
Appendix 9: Insurance Documentation, Herron High School	81
Appendix 10: Organizational Charts Year 1-4	88
Appendix 11: Curricula – Scope and Sequence	92
Appendix 12: Community Partners Template	94
Appendix 13: Leadership Resumes	97
Budget Template – see attachment	

I. Reflection on Past Performance

MSCS Historical Performance Framework Ratings

Herron High School				Insert Findings from Annual Performance Framework in cells below			
Original Performance Framework				Revised Performance Framework			
Core Question 1 (Academics)	2010-2011	2011-2012	2012-2013	Revised Core Question 1 (Academics)	2013-2014	Revised Core Question 1 (Academics High School)	2013-2014
1.1 - AYP (Adequate Yearly Progress)	ES	ES	ES	1.1 - State Accountability	ES	1.1 - State Accountability	ES
1.2 - Academic Growth	NA	NA	NA	1.2 - Academic Growth	NA		
1.3 - Comparison to assigned schools	NA	NA	NA	1.6 - Comparison to assigned schools	NA	1.6 - College & Career Reading	ES
1.4 - School Specific Goals	NA	NA	NA	1.7 - School Specific Goals	ES	1.7 - School Specific Goals	ES
				1.3 - Performance by Years Enrolled	NA	1.3 - Grad Rate	ES
						1.4 - Achievement Gap	AS
Core Question 2 (Governance)	2010-2011	2011-2012	2012-2013	Revised Core Question 2 (Finances)	2013-2014		
2.1 - Fiscal Health	MS	ES	ES	2.1 - Short Term Financial Health	ES		
				2.2 - Long Term Financial Health	ES		
				2.3 - Financial Management	MS		
2.2 - Enrollment, Attendance, Retention	MS	MS	ES	1.5 - Attendance	ES		
2.3 - Board Governance	ES	ES	ES	3.3 - Board Governance	ES		
				3.4 - Board, CMO, School Evals and Comr	ES		
2.4 - Parent Satisfaction	ES	ES	ES	Not included in new PF	X		
2.5 - School Leadership	ES	ES	ES	3.1 - School Leadership	ES		
2.6 - School Specific Goals	NA	NA	NA	3.6 - School Specific Goals	NA		
Core Question 3 (Operations)	2010-2011	2011-2012	2012-2013	Revised Core Question 3 (Governance)	2013-2014		
3.1 - Compliance Obligations	MS	MS	MS	3.2 - Compliance Obligations	MS		
3.2 - Facility	MS	MS	MS	3.5 - Facility	MS		
3.3 - Enrollment Process	MS	MS	MS	Not included in new PF	X		
3.4 - Special Education	NA	NA	NA	Not included in new PF	X		
3.5 - English Language Learners	NA	NA	NA	Not included in new PF	X		

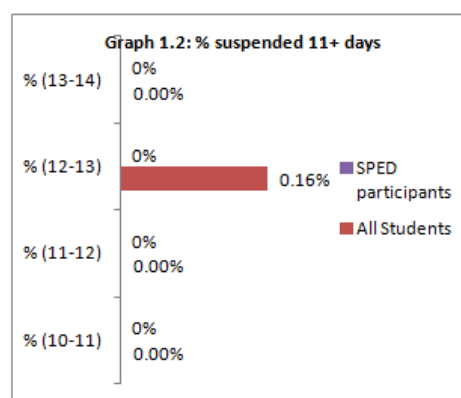
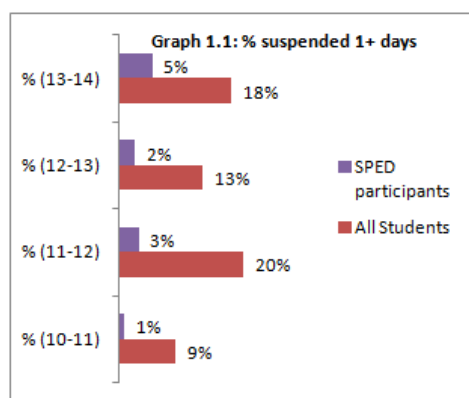
Herron High School is justifiably proud of its track record of meeting or exceeding the core questions in the Performance Framework and appreciates the observations provided in the annual reports from the Mayor's Office. As the chart above demonstrates, in nearly every category that offers the designation "Exceeds Standard" (ES), Herron High School's demonstrates exemplary performance. Embedded in the school's Core Values is the statement that Herron High School believes that "accountability to state, national, and global standards is helpful in validating the value of the Classical approach." Herron High School welcomes accountability systems and uses the data to drive instruction and inform practices.

As noted in the above graph, in 2013-2014, Herron High School received "Approaching Standard" for question 1.4, *"Is the school providing an equitable education for students of all races and socioeconomic backgrounds?"* The annual performance review provides the following explanation: *"While 91.2% of all Herron High School students were proficient, there are gaps between the overall performance of a variety of student groups. As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Black student proficiency, resulting in a difference of 14.0%."*

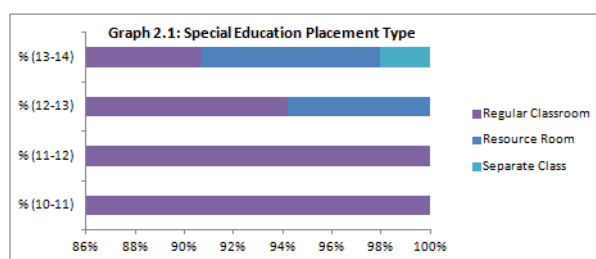
In order to meet standard on 1.4 in the 2013/2014 Performance Framework, a school must demonstrate "no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses." Herron High School is committed to narrowing the achievement gap

and eliminating disparities in proficiency among diverse student groups. Although the 14% difference in proficiency in Math and English Language Arts is, by comparison, lower than even the lowest of the 14 surrounding school districts (which have gaps ranging from 15.5% to 40.9%), Herron High School believes the current performance in this regard is not acceptable. Accordingly, the school's leadership continues to expand its programs for remediation and improved differentiated instruction to increase the academic achievement of all students, especially those who enter Herron High School performing significantly below grade level.

B. Vital Statistics

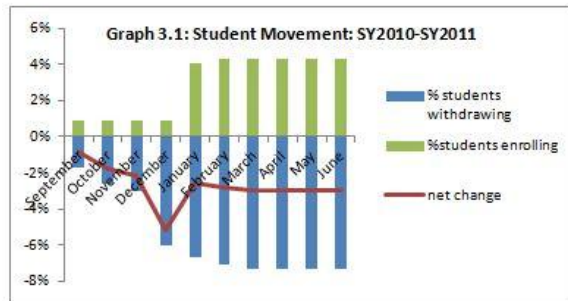


Herron High School strives to maintain a culture of high expectations, academic integrity, orderly conduct, and respect for self and others. The disciplinary structure is designed to support this culture and is emphasized to parents and students through the school's Universal Behavior Policies and the Parent/Student Handbook. To maintain an appropriate school culture, behavioral expectations are clearly and consistently defined. Consistency is reinforced through classroom routines, well-defined and universal responses to student behavior, and pedagogical techniques. Positive reinforcement strategies are used to encourage and reward appropriate behavior. As a result, Herron High School has experienced few serious infractions warranting extended suspensions or expulsions.

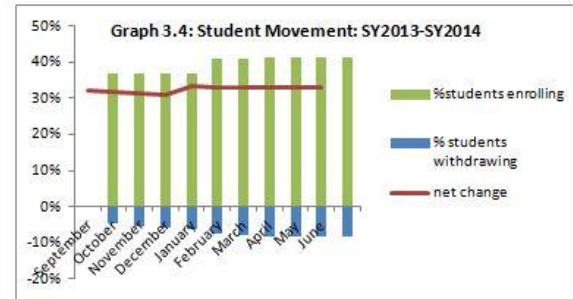
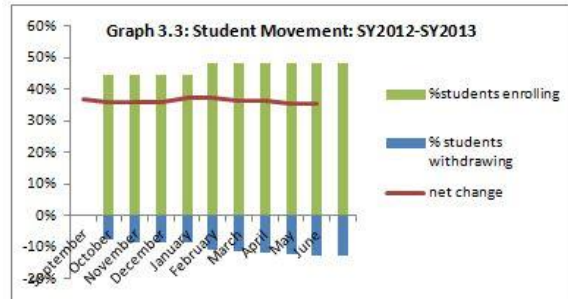
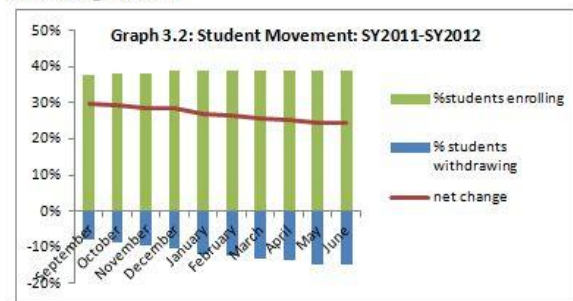


Using a variety of measures, the particular learning needs of students are identified and regularly monitored. Strategic individualized responses are implemented for students who require academic

support or alternative methods of academic challenge or enrichment. Depending on the particular needs of each student, this process may include the creation of a formalized Individualized Education Plan. Students receiving special education services spend the majority of their time learning in the regular classroom, with accommodations as needed and access to the resource room as appropriate for the individual student.



Herron High School



In an age of high mobility, Herron High School enjoys a very low student attrition rate. The school begins each school year with approximately 300 students on a waiting list, so students who withdraw are replaced as early in the semester as possible.

Teacher Movement		Based on data from your annual employee spreadsheet, please enter data into yellow cells below							
		Table 4.1: Teacher Movement							
Data Point		2010-2011	%	2011-2012	%	2012-2013	%	2013-2014	%
# of returning teachers		26	79%	24	56%	29	58%	41	79%
# of new teachers		7	21%	19	44%	21	42%	11	21%
Total # of teachers		33		43		50		52	

Herron High School's faculty benefits from a collaborative environment and effective professional development. Turnover is minimal and reasonable. Following years of annual expansion, the school is now at maximum enrollment. The chart above reflects the history of expansion as well as the movement of guest professors for the school's dual credit program and outsourced teachers.

II. Capacity to Replicate

PL 221 History						
	2009-10	2010-11	2011-12	2012-13	2013-14	
Final PL 221 Status	Exemplary Progress	A (Exemplary Progress)	A	A	A	

Herron High School continues to improve upon its successes by following an established roadmap to ensure long-range success. As the school prepares for replication, the leadership team has taken a strategic look at the processes and practices that they have implemented over the past nine years. They have isolated the most successful programs and practices and refined them further. They have consistently explored new ideas and creative models to provide students with an exemplary educational experience.

Herron High School's ongoing achievement can be attributed to the talent, dedication, and passion of its staff, faculty, and board of directors who collaborate to create a powerful learning environment and effective pedagogies that are aligned with the school's Core Values and state standards. The school's leadership has clearly delineated roles and expectations, but they also have taken advantage of the flexibility that charter school autonomy provides to promptly implement changes to meet student needs.

Three of Herron High School's four executive leadership team members are inaugural members of the Herron High School community. Shepherding Herron High School through its opening, rapid growth, and successful charter term has enabled the leadership team to grow and develop additional leadership capacity. As the school has matured, roles and responsibilities have also matured. Two members of the leadership team began as teachers who showed exemplary classroom practices, demonstrated dedication to the school's mission, and proved they had leadership skills necessary to take on a challenging role in administration. Their wisdom and familiarity with the school and with one another has been a significant factor in the school's academic success. Their influence is present in every aspect of school culture. Having participated in creating the very foundations of the school, their ongoing leadership has helped to build the culture of excellence, and will help guide its future success. The current executive leadership team will form the core of the team that will provide direction and oversight in the development of Herron High School and the new school.

Herron High School's executive leadership team has been steadily laying the foundation for replication as well as succession planning by increasing the number of staff holding building level administrator licenses, creating leadership roles for faculty to further develop skills and talent, and refining processes,

procedures, and policies. They have worked with the school's Education Committee to identify and articulate the school's essential core values, conducted extensive succession planning, researched successful models for replicating school cultural, and scouted possible locations for the new school based on neighborhood need and appropriate facilities. In February 2014, the Board of Directors assigned a Replication Taskforce to a year-long planning process to conduct the necessary due diligence to determine whether a new school was feasible. Following presentations by the Taskforce during the February 2015 Board Retreat, the school's Directors voted unanimously to proceed with replication.

Financial support for replication is a significant need. The school is working with community and philanthropic partners to raise the necessary dollars to fund the new school, including support for leadership development and recruitment and public relations. The school has a commitment from the national office of LISC for \$10,000 to support the work of a marketing consultant, a grant request for \$500,000 with Walton Family Foundation is pending, and a grant request for charter start-up funding from the IDOE will be submitted as soon as this charter school replication application is approved. In addition, the school has received an anonymous gift to cover the cost of an architectural review and conceptual floor plans for a proposed site for a new school, as well as another anonymous \$500,000 commitment over 3 years for funding to help support the planning and preparation phase and the new school's first year of operations.

Herron High School's Development Office and the school's Capital Campaign Committee are tasked with the management of the fundraising plan. The Development Office currently has two full-time employees and one part-time employee. The Chief Development Officer (CDO) reports directly to the Head of School and oversees the Development Office's day-to-day operations. The CDO and his staff are primarily responsible for managing relationships with existing donors and board members, cultivating new donor relationships, and overseeing the school's grants portfolio. The Assistant Director of Development is responsible for identifying new donor prospects, donor and prospective communication, and maintenance of the fundraising database and prospect management system.

Herron High School's Development team will be responsible for leading a capital campaign to secure funding for the replicated school, as well as to help both campuses close the funding gap created by current charter school funding laws.

Herron High School has gained considerable momentum in the successful execution of its fundraising plan year after year. Over the last five years, Herron High School has intentionally developed and grown its Development Office, strengthened and expanded membership on the Board of Directors, and built stronger partnerships with community organizations. Herron High School has received several major gifts in recent years, including a two million dollar gift from an individual donor who is now a board member and a \$500,000 gift from another individual donor to support replication. In addition, there has

also been a series of large gifts from corporate and foundation sources. The school has also been highly successful in securing significant grants from foundation supporters. Efforts to enhance the Development Office have improved the development and execution of the fundraising plan.

In preparation of replication, the school has intentionally sought to strengthen partnerships with community organizations. A renewed relationship with Marian University offers particularly promising opportunities for an academic partnership to advance the school's dual credit programming as well as offers of support with fundraising efforts for the second school. The Mind Trust also has served as a valuable partner, helping to make connections with new donors and offering insight into how to improve fundraising efforts.

Herron High School has never had a charter application rejected or a charter revoked, and has no legal compliance issues or issues with accessibility.

Need

Herron High School has rapidly risen to become one of the highest ranked public schools in the nation according to ratings by The Washington Post, Newsweek, and U.S. News and World Report. Community and education leaders look to Herron High School as the "gold standard" of high school success and implore other schools to follow its path. Demand far exceeds the school's capacity. Each school year begins with hundreds of families remaining on a wait list.

As outlined throughout this narrative, Herron High School's board envisions a racially and socio-economically diverse student body and a school situated in a neighborhood in need of a strong anchor of stability which promotes community development. There are thousands of students ages 14-18 currently attending low performing (D or F) high schools in Indianapolis. New seats at a high performing high school are urgently needed in Indianapolis. As the data below clearly indicates, students in all neighborhoods within the boundaries of IPS and other surrounding districts need better public high school options.

Population data on the geographic area the school intends to serve (see previous zip code information) shows 21,015 residents ages 5-14 and 6,721 residents ages 15-17 based on data from the 2012 American Community Survey. Of the 6,721 youth in this target area, 260 are Herron High School students and represent 35 percent of the Herron High School's total enrollment. This demonstrates high likelihood that family members and perhaps friends of those 260 students will consider enrollment in the new school.

While the Board of Directors and the school's executive leadership team anticipate the new school will draw students from the greater Indianapolis area, respective to the demographic characteristic of income for the target seven zip codes, median household income according to the 2012 American Community Survey and reported by IFF is as follows: 46222 at \$28,152; 46208 at \$47,557; 46228 at \$58,660; 46202 at \$35,149; 46205 at \$36,840; 46220 at \$66,503; 46260 at \$47,682. For the 46208 zip code which is where the school will likely be located (and according to the US Census Bureau which pulls from a 2009-2013 American Community Survey Five-Year Estimates), of the 22,239 residents, 32.4% live below the poverty line with a median household income of 31,999. The median age is 31.1. Of those over age 25, 13.4% do not have a high school diploma, 27.0% graduated high school, 22.5% have some college credits but no degree, 6.6% earned an Associate degree, 18.4% earned a Bachelor's degree and 12.1% earned a graduate or professional degree. According to the 2010 Census, of the 8,879 households in this zip code, 4,282 have children in the home and 2,113 of those are husband-wife families while 1,748 are single-parent households.

School performance data from the Indiana Department of Education for this geographic region:

- Northwest Community High School (IDOE 5483) – 28.9% (48 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 789 with 67.4% free meals and 2% reduced-price meals and 61.3% African American, 26.1% Hispanic, 6.5% White, 3.4% Asian, 2.4% Multiracial, and 0.3% American Indian; 62.2% four-year cohort graduation rate (=122 students) for 2013-14SY with 87.7% of those graduates earning a Core 40 diploma. Of that cohort, 21.4% of dropped out (=42 students), 15.8% still in school (=31 students) and 0.5% earning a special education certificate (=1 student). Of this cohort, 2 students passed an AP exam.
- Arsenal Technical High School (IDOE 5469) - 45.4% (204 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 1,831 with 63.1% free meals and 3.2% reduced-price meals and 51.7% African American, 26.8% Hispanic, 16.3% White, 4.9% Multiracial and 0.2% American Indian; 67.8% four-year cohort graduation rate (=299 students) for 2013-14SY, 10.7% of dropped out (=47 students!!), 20.6% still in school (=91 students!) and 0.9% earning a special education certificate (=4 students). Of this cohort, 28 students passed an AP exam.
- George Washington Community High School (IDOE 5643) – 40.5% (53 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 848 with 47.3% free meals and 2.5% reduced-price meals and 39.0% African American, 31.3% White, 23.7% Hispanic, 5.7% Multiracial and 0.4% Asian; 60.8% four-year cohort graduation rate (=76 students) for 2013-14SY, 13.6% of dropped out (=17 students), 23.2% still in school (=29 students), 1.6% earning a GED (2 students) and 0.8% earning a special education certificate (=1 student). Of this cohort, 8 students passed an AP exam.

- Crispus Attucks Medical Magnet High School (IDOE 5473) 68% (83 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 540 with 68.9% free meals and 8% reduced-price meals and 62.2% African American, 26.7% Hispanic, 6.2% White, 4.5% Multiracial and 0.5% Asian; 98.7% four-year cohort graduation rate for 2013-14SY and half of those 78 graduates (13 Hispanic, 55 African American, 10 other) earned Core 40 diplomas. Of this cohort, 2 students passed an AP exam.
- Gambold Preparatory Magnet High School (IDOE 5909) - 98.1% (52 students) ECA passing trend for first time takers in 2013-14SY, 2014-15 SY enrollment of 165 with 53.3% free meals and 9.7% reduced-price meals. African American students make up 36.4% of the total student population with White at 32.1%, Hispanic at 22.4%, Multiracial at 6.7%, Asian at 1.8% and American Indian at 0.6%. No graduation data is available from the IDOE for this school because in the 2014-14SY the school served only grades 9 and 10.

Nearby educational private and charter school options for students in this target area include the following. All schools below are within geographic range to recruit students who may consider attending Herron High School's second campus.

- Arlington Community High School (5465) F Report Card: 35.45% (17 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 281 with 100% free meals and 0% reduced-price meals and 88.6% African American, 3.8% White, 4.4% Hispanic, and 3.2% Multiracial; 43.5% four-year cohort graduation rate (=20 students) for 2013-14SY, 30.4% dropped out (=14 students), 26.1% still in school (=12 students). Of this cohort, 0 students passed an AP exam.
- Cardinal Ritter High School (IDOE C715) – 85.0% (113 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 644 with 21.3% free meals and 6.7% reduced-price meals and 55.1% White, 18.5% African American, 10.7% Hispanic, 5.7% Multiracial, 3.9% Asian and 0.2% Pacific Islander; 96.9% four-year cohort graduation rate (=126 students) for 2013-14SY, 2.3% of dropped out (=3 students), 0.8% still in school (=1 student). No AP data is available via IDOE.
- Fall Creek Academy (IDOE 5807) – 46.2% (12 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 186 with 98.9% free meals and 0.5% reduced-price meals and 91.9% African American, 4.3% Multiracial, 2.7% White and 1.1% Hispanic; 65% four-year cohort graduation rate (=only 13 students!) for 2013-14SY, 5% of dropped out (=1 student), 30% still in school (=6 students). No students took an AP exam. This school is closing this spring

- International School of Indiana (IDOE C677) - 80.5% (33 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 143 with no free/reduced lunch data available and 58.0% White, 17.5% Asian, 12.6% Hispanic, 9.1% African American and 2.8% Multiracial; 90.3% four-year cohort graduation rate (=28 students) for 2013-14SY, 6.5% of dropped out (=2 students), 3.2% still in school (=1 student). No AP data is available via IDOE.
- Indianapolis Metropolitan High School (IDOE 5664) – 22.4% (13 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 261 with 84.3% free meals and 5.7% reduced-price meals and 78.9% African American, 11.5% White, 6.1% Hispanic and 3.4% Multiracial. Given the school’s mission, the statistics that follow are for the six-year cohort graduation rate: 74.6% graduated (=100 students), 23.1% of dropped out (=31 students), 1.5% still in school (=2 students) and 0.7% earned the Special Education Certificate (=1 student). 1.7% (one student) passed an AP exam.
- Carpe Diem School Meridian Campus (IDOE 5979) - 22.4% (13 students) ECA passing trend for first time takers in 2013-14SY; 2014-15 SY enrollment of 225 with 56.0% free meals and 5.8% reduced-price meals and 60.9% African American, 27.6% White, 7.6% Multiracial, 3.6% Hispanic and 0.4% Asian; no graduation rate and no AP data are available from the IDOE.

Governance and Management

Board of Directors and School Leadership:

Herron High School’s board and leadership team consists of qualified professionals prepared to expand educational opportunities as demonstrated by the school’s history of performance and fiscal responsibility. Herron High School’s governing board is an outstanding and dedicated group of individuals whose goals, individually and collectively, are to keep the needs of the students and the mission of the school foremost in mind as it makes vital decisions and steers the school along the continued path of success. The board is structured to balance the board member characteristics of “the four Ws”: web (networks to help connect the school), wealth (individuals and corporations who can give generously), work (professionals who can provide legal, financial, fundraising, public relations, architecture, nonprofit and school management, and education expertise), and wisdom (thoughtful and proven community leaders). Throughout its history, one or more parents of Herron High School students have consistently served on the board. Mission-driven is a core quality of each board member, and all board members give of their time, talent and treasure with an exceptional level of care and responsibility. Throughout its meeting history, Herron High School’s board has never failed to have a quorum and or reach consensus on vital issues.

Herron High School is fortunate to have significant participation and leadership of board members on crucial committees. They bring a wealth of professional experience and wisdom in key areas as they

serve on the following committees: Fiduciary, Facilities, Education, Development, Civic Leadership, and an Executive Committee consisting of board officers. The stewardship involved in these roles frequently brings board members into the school building; thus making them an integral presence in the life of the school. The board holds the staff accountable for maintaining the mission of the school and provides broad oversight but does not interfere with day-to-day operations.

Board recruitment and succession planning is the responsibility of the Board's Executive Committee. Current board members are alert to potential new candidates and seek to expand professional networks with an eye toward discovering qualified members of the community to serve on Herron High School's board. Potential candidates are presented to the Executive Board Committee for consideration.

Balancing the need to incorporate new members with fresh insight, the school has had the good fortune to have continuity of leadership and vision with three members of the school's original founders remaining active members of the board. As the school prepares and plans for succession, the Executive Committee focuses in identifying the core principles of board performance and leadership necessary to remain true to the school's mission while taking it forward into the future. An Executive Committee document describing key principles for succession planning has been approved by the board.

A formalized Statement of Understanding helps define roles and expectations, and secures a formal commitment from every board member. Annual completion of a Board Self Evaluation form helps members identify strengths and weaknesses of the overall governing process, and the findings are used to support collaboration. Herron High School is proud that the governing board has consistently received the "Exceeds standard" rating in the findings of the Mayor's office Annual Accountability Reports. These processes and procedures promote long-term sustainability and continued dedication to the responsibilities of school governance to ensure ongoing success as the school undertakes replication.

Herron High School's Head of School reports directly to the governing board. She is present at all board meetings and delivers a thorough monthly report. The Head of School attends all Committee meetings as well as the Board's Executive Committee meetings. The Head of School is in frequent communication with members of the executive committee. The Head of School is held accountable by and reports directly to the governing board. The board of directors conducts an annual, evidence-based performance evaluation of the Head of School.

Leadership development for key administrators and faculty members has been in place this year in preparation for assuming expanded duties for replication. The school intends to promote from within to the greatest extent possible. The presence of highly qualified administrators functioning in the school's leadership provides the school and its larger community with assurance of its ability to maintain

momentum and the expectations for academic success in the face of change. This succession planning, combined with the Core Values, will allow the school to successfully replicate. (*see appendices 5,6 &13*)

Herron High School Board of Directors
Minutes of the February 17, 2015 Annual Board Retreat and Business Meeting
Heslar Naval Armory
7:30 AM

Members Present: Joanna Taft, Chair, members Dan Roy, Jeff Bennett, Keith Steiner, Mac McWhirter, Pat Gamble-Moore, John Watson, Adrian Miller, Karen Kennelly, Andrew Hart, Christine Marson, Donna Oklak, Peggy Sabens, and Julie Scott. Staff present: Janet McNeal, Juli Woodrum, Jason Simons, Karen Lallioff, Jonathon Harris, Deborah Cooney, Robin Knop and Fae Ehsan. Brandon Brown and Kristin Hines from the Mayor's Office attended as guests.

With assent of all directors present, the Annual Retreat Meeting of the Herron High School Board of Directors was called to order.

The theme of the retreat focused on replication and future vision for Herron High School. Brandon Brown of the Mayor's Office of Education Innovation made opening remarks.

John Watson, Chair of the Replication Taskforce, provided an overview of the Replication Taskforce's work over the past year, noting that several locations had been explored. Watson reported that after a year of work, the Heslar Naval Armory appeared to present the most promising opportunity. Watson stated that the building will need renovation estimated to cost approximately \$4.5 million. Discussion followed. Members and guests toured the facilities.

Watson provided details on required capital investments. Woodrum gave a presentation of the financial outlook/proforma. The Board discussed the process, options and decisions that would be needed to replicate in the Heslar Naval Armory.

Staff due diligence reports: McNeal and Harris reported on the success of Herron High School, and the prospects for school replication. Andrew Hart discussed the process and lessons from the Oaks replication. Additional presentations were made. Cooney discussed the advantages of sharing resources. Bennett provided a demographic presentation on the neighborhood around Heslar and Marion County. Andrew Hart reported for the education committee findings on the culture of school replication.

Capital Campaign Committee report: Keith Steiner introduced Chief Development Officer Simons who provided an update on the campaign progress over the past year, noting that the Campaign stands at 65% the goal. Steiner encouraged members to help identify individuals, sources of giving capacity. Discussion followed. Watson returned to the discussion of school replication, discussion followed.

The annual retreat was temporarily adjourned to be followed by the annual business meeting.
2015 Annual Meeting of the Board of Directors

With assent of all directors present, the Annual Business Meeting of the Herron High School Board of Directors was called to order.

Minutes: John Watson moved the minutes from the December meeting be approved. The motion was seconded by Julie Scott and approved.

Treasurer's report: Karen Kennelly provided the treasurer's report. The board approved the financial vouchers for November and December 2014.

Slate of Officers: There was a motion to approve the following slate of officers for 2014:

Chair:	Joanna Taft
Vice Chair:	Dan Roy
Secretary:	Keith Steiner
Treasurer:	Jeff Bennett

The motion was seconded and passed.

There was a motion to approve annual appointments of the following Board members; Peggy Sabens, John Hammond, Andrew Hart, Donna Oklak, Keith Steiner, Joanna Taft, John Watson and Mac McWhirter. The motion was seconded and passed.

Annual conflict of interest statements were made and the annual Board Agreements were distributed.

There being no further business, the annual business meeting was adjourned and the annual retreat reconvened and discussion returned to the topic of school replication.

2015 Annual Retreat reconvened

By assent of all board members present, the annual retreat was reconvened.

Discussion explored multiple factors and decisions necessary before any replication could go forward.

There was a motion by Dan Roy, seconded by Julie Scott and passed, to charge the education committee and school staff to complete and submit a charter replication application by the 2015 spring deadline.

Mac McWhirter made a motion to pursue replication of a classical, liberal arts school modeled after Herron High School to be located at Heslar Naval Armory on three conditions; there be no additional corporate debt; the cost of any Phase II Environmental remediation is paid by the current owners, and the

school is granted approval of a charter replication application. The motion was seconded by Bennett and passed.

A motion was made by John Watson that if a donor can be found, the Board authorizes the expenditure of up to \$100,000 to cover the carrying costs of the Heslar Naval Armory for one year if mandated by the City. The motion was seconded by Roy and passed.

Respectfully submitted,

Keith J. Steiner, Secretary

Organizational Structure:

Herron High School is an independent nonprofit 501(c)(3) corporation. All management and oversight is provided by its Board of Directors and the school's leadership team. Herron High School's board and leadership will have primary responsibility for planning and overseeing the new school. The school's leadership anticipates that the current Head of School will oversee both schools. In addition, the new school's administrators and staff will be made up of both current Herron High School leaders and staff and new hires. The Board of Directors will oversee both schools through the current corporate entity that holds the charter for Herron High School and would hold the charter for the new school as well. Some leadership and staff will have responsibilities for both campuses. Herron High School expects that sharing resources will eventually lead to cost savings and efficiencies of scale that will benefit both schools. The leadership team has created organizational charts for each of the first four years which specifies the number of new faculty and administrative roles. (*Appendix 10 – Organizational Charts*)

As noted in the organizational charts, the Head of School will oversee both schools. Other members of the leadership team will be the Chief Academic Officer, Chief Administrator of Academic Support, Chief Financial Officer, and Chief Development Officer. These roles will be filled by the school's current leadership and will report to the Head of School. Other individuals who will have duties on both campuses include the Director-Academic Accountability, Director-Student Life, Executive Coordinator, Enrollment Coordinator, Technology Coordinator, Director-Operations, Director of IT, School Counselor, Special Education Coordinator, Assistant Director of Development, Athletic Director, and a Guest Teacher Coordinator.

A Director of Academic Accountability (DAA) will oversee data management and track student progress in terms of predictive and standardized testing for both schools. The DAA will be responsible for tracking changes to testing on the state level and scheduling applicable testing at both sites. A Director of IT will manage database systems and digital teacher gradebook setup, oversee the schools' networks, and track and complete all required reporting to the IDOE. The Executive Coordinator will be responsible for

overseeing the authorizer's compliance framework, evaluation data, and all grant reporting that falls within his or her area of responsibility. The Development team will be responsible for managing donor relations, donor reporting, and accountability. The Director of Student Life will work with students, families, and community partners to ensure all students in need of wrap-around services receive the assistance they need to stay focused on school and the path toward graduation.

Additionally, there will be six faculty Department Chairs who will report to the leadership team and divide their time between classroom teaching and providing support to their departments at both schools. Their responsibilities will include overseeing curricula alignment, implementation of department-wide academic programming, participating in developing agendas for professional development, and making appropriate recommendations relative for their departments to the executive team. By year two, Herron High School's Registrar will provide support to both schools add test coordination to the list of responsibilities.

Each school will have its own building level administrators and support staff to include a Dean of Students, Academic Advisors, Director of Enrollment, Business Manager, Building Administration Assistant, and Student Services Coordinator. The new school will fold in these administrators and staff as the school's student body increases.

A selection of Herron High School's highest performing teachers will be transferred from the current campus to help establish teaching practices and ensure a continuity of culture on the new campus. The leadership team will conduct a broad search for new teachers to replace transferred teachers at the current campus and the rest of the teaching staff at new campus. Based on its reputation for excellence, the school is able to attract and retain outstanding teachers and administrators who exemplify the special qualities vital to Herron High School's mission driven culture. Additional hiring to staff the new school will be done in accord with the Core Values (Appendix 7). The school's leadership has been developing strong relationships with Historically Black Colleges and Universities in its efforts to increase diversity among staff and faculty. Recruitment will be done with an effort to achieve the greatest diversity of teaching staff. The school will use current job descriptions as a template for hiring.

Financial Management

The Fiduciary Committee is responsible for assisting the Board of Directors in ensuring that Herron High School is in sound fiscal health. The work of the committee revolves around the following seven major areas:

1. Ensure that accurate and complete financial records are maintained.
2. Ensure that accurate, timely, and meaningful financial statements are prepared and presented to the board.

3. Help the full board understand the organization's financial affairs.
4. Oversee financial planning.
 - Review and recommend for board approval a budget that reflects the organization's goals and board policies.
 - Ensure that the budget accurately reflects the needs, expenses, and revenue of the organization.
5. Safeguard the organization's assets.
 - Monitor and review the following, making recommendations for board action as necessary:
 - proposed debt obligations;
 - financial implications of major projects;
 - capital campaign financial management;
 - cash flow;
 - management of grants.
 - Ensure that the organization has the proper risk management provisions in place, including appropriate insurance coverage for the organization and for the board.
6. Ensure compliance with federal, state, and other requirements related to the organization's finances.
7. Maintain an appropriate level of accountability and responsibility to the board and organization.

The financial statements are reviewed by the Fiduciary Committee during each meeting, and they are subsequently approved by the entire Board of Directors. Other agenda items for meetings include, but are not limited to, review and approval of operating and capital budgets, annual audit and tax return, liquidity management strategies, compensation models, multi-year financial proformas, benefit plan changes, etc.

The day-to-day financial management is the responsibility of the Chief Financial Officer and the Head of School. In addition, the Business Coordinator provides administrative and clerical support to the financial operations of the school and the HR/Payroll Coordinator is responsible for managing the payroll and benefit operations.

Herron High School has developed a comprehensive policies and procedures manual to guide the school's financial practices. The manual ensures compliance with all regulatory requirements. In addition, controls are outlined to provide the safeguarding of Herron High School's assets. The following areas are addressed in the policies and procedures manual.

- Conflicts of Interest

- Division of Responsibilities
- Chart of Account and General Ledger
- Cash Receipts
- Procurement, Purchasing and Cash Disbursements
- Credit Card Policy and Charges
- Travel Policy
- Cell Phone Policy
- Cash Management
- Property & Equipment
- Financial Reporting
- Human Resources and Payroll
- Document Retention and Destruction
- Anti-Fraud
- Employee Protection (Whistleblower)

Herron High School receives an audit conducted by an independent auditor on an annual basis. If Herron's federal expenditures exceed \$500,000 in any fiscal year, the school also engages the independent auditor to conduct an audit according to OMB Circular A-133 regulations. The Fiduciary Committee is directly responsible for the appointment, compensation, oversight of the work, and evaluation of the independent auditor.

A comprehensive operating budget is developed each year. The budget is developed by the Chief Financial Officer with input from the Executive Leadership team regarding: growth, staffing needs, compensation plans, student programs, fundraising efforts, facility needs and other operating considerations. A separate budget is developed for anticipated capital expenditures. The operating and capital budgets are presented to the Fiduciary Committee along with a narrative outlining the budget assumptions used in developing the budgets. The Fiduciary Committee takes the budget to the full Board of Directors with a recommendation for approval. Expenditures that are outside the scope of the approved budget require the approval of the Fiduciary Committee.

Budget

Herron High School has proven over time that it is fiscally conservative and maintains reserves for unexpected contingencies. In difficult years, Herron High school has been able to rely on its cash reserve to fund any operational deficits. The budget will be consistently built with the goal of contributing to the cash reserve to be used for significant building repairs or unexpected financial liability in the future. In addition, the financial leadership of the school along with the Board of Directors will monitor financial

statements on a monthly basis and will make adjustment to short-term and long-term plans to ensure that the financial goals and objectives are met.

Each year, special education and transportation line items are budgeted to include contingencies to allow for unexpected liabilities or financial exposures. As already mentioned, it is the school's intention to maintain a healthy cash reserve for such unbudgeted expenditures.

Herron High School consistently has a waiting list of approximately 300 students. We are confident that the demand is there for an additional quality high school in Indianapolis. Total enrollment is based on the capacity of the building we are currently considering. Best practices show that schools are most successful when they add a grade at a time. Therefore, we will start with only 9th graders in our first year.

Much of the financial projections are based on historical data at Herron High School. We intend to continue our conservative approach to fiscal management. The budget does not include any debt service as it is our board of directors' intention to replicate with little to no debt. However, by year three, it is projected that the new campus will be financial sustainable. If debt is required, current projections would allow for some debt, although it is the school's preferred position to avoid debt if at all possible.

Please refer to the Budget spreadsheet attachment for full complete details.

Risk Management

Herron High School is committed to providing a safe environment for all its stakeholders. Students, staff, faculty, parents and board members are protected with appropriate coverage in full compliance of the law and authorizer requirements. To that end, it maintains the appropriate insurance coverage needed to protect all stakeholders as well as the short and long term viability of the school. An overview of the current risk management coverage is provided in the supplemental materials of this application. Risk management for the replicated school and organization will meet the same standards and will indemnify the City of Indianapolis. If the school replicates on a site that requires additional types of insurance, the appropriate coverage will be acquired as necessary, such as flood insurance.

At a minimum, insurance coverage will be provided to meet the requirements established by the Office of the Mayor in the following amounts:

- Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate

- Directors' and Officers' Liability/ Educators' Legal Liability/ Employment Practices Liability: \$1,000,000 per occurrence; \$3,000,000 aggregate
- Sexual Abuse Liability: \$1,000,000
- Automobile Liability: \$1,000,000 combined single limit
- Umbrella (Excess Liability): \$5,000,000 per occurrence; \$5,000,000 aggregate
- Workers Compensation Liability: As required by Indiana law

Please refer to Appendix 9 - Insurance Documentation for complete details of current coverage.

III. Support for Learning

A significant factor in Herron High School's success is its culture of high expectations. In order to be successful, these expectations must be clear and concise to allow students to assimilate and internalize the expectations. Herron High School will be very strategic with the establishment of a replicated school culture. The new school will utilize the Universal Behavior Policies, Academic Habits and the Core Values, and will replicate Herron High School's various programs for student support, including remediation opportunities, Office Hours and Summer Academe credit recovery. Herron High School's support for learning will be replicated at the second school. The second school will also replicate Herron High School's Special Education programming. A licensed School Counselor, a licensed Special Education Coordinator and a Resource Coordinator will oversee services and full compliance with Article 7/IDEA requirements for both schools. Additionally, the High Ability Coordinator will work with Advisors and faculty at both schools to indentify HA students and assure appropriate services are being provided.

Enrollment / Demand

Proposed Grade Levels & Total Student Enrollment School Year	Grade Levels	Maximum Student Enrollment
First Year	9	200
Second Year	9, 10	325
Third Year	9, 10, 11	450
Fourth Year	9, 10, 11, 12	575
Fifth Year	9, 10, 11, 12	575
Sixth Year	9, 10, 11, 12	575
Seventh Year	9, 10, 11, 12	575
Maximum	9, 10, 11, 12	575

Herron High School's leadership has demonstrated high achievement and operational success for a wide range of enrollment numbers, and has continued to demonstrate exemplary performance through years of rapid growth. Based on the annual waiting list, Herron High School is confident a new school will be able to meet its enrollment projections. Enrollment will be sufficient to; provide student diversity; financially support a rigorous curriculum; attract and retain a highly qualified faculty; and allow for an appropriate range of elective course offerings to enhance creativity and enrich core curriculum.

Diversity in all aspects is central to Herron High School's approach to recruitment. Embracing the words of Justice Thurgood Marshall, United States Supreme Court, who said, *"Unless our children begin to learn together, there is little hope that our people will ever learn to live together,"* Herron High School believes maintaining a racially, economically and culturally diverse student body is essential for holistic student learning and character formation. Therefore, the enrollment plan includes targeted marketing to attract underserved students as well as middle class students who might otherwise seek a private school education without a high performing public school option. Currently, Herron High School's student body closely reflects the most recent U.S. Census racial data for Center Township, Marion County. The enrollment policy for the replicated school will reflect Herron High School's current policy with adjustments to the timeline as needed, and will comply with all applicable laws including lotteries as necessary. Enrollment will be open to any student in the state. Herron High School does not discriminate on the basis of race, color, gender, sex, gender identity, disability, religion, ancestry, national or ethnic origin, or any characteristic that is legally protected under applicable local, state or federal law in the administration of its educational policies, behavior policies, admissions policies, scholarship and loan programs, food service, and athletic or other school-administered programs.

The school's marketing and student outreach will be directed to attract a diverse student body to help reduce the city's present level of socioeconomic segregation in our public schools. The school's leadership and staff are deeply committed to creating a rich diversity; the new school will strive to attract students from many different racial and socio-economic backgrounds. Herron High School's original Charter states, *"The concept of Herron High School stands out from its charter peers in that this school hopes to serve a neighborhood and region made up of both "minority student populations" and non-minority student populations to model the equity and integration that Indianapolis seeks to encourage."*

True to the spirit of our founder's vision, Herron High School currently serves the most diverse student population in the region, perhaps even the state. According to a recently published joint report by the *Century Foundation* in collaboration with the *Poverty & Race Research Action Council*, "students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills" than peers in more segregated educational settings.

Even without studies by social scientists to demonstrate the benefits of diversity, the school's leaders see the positive effects of the cross-pollination of ideas and experiences that are the result of learning in a diverse setting on a daily basis. Students who learn and grow together will become citizens who live and work together to create a better world. Charter schools are schools of choice, and many families understand and place high value on diversity, listing it among the top reasons they and their student chose Herron High School. In order to achieve the desired diversity, the replicated school will market its program in targeted urban neighborhoods through school fairs, local churches, and community events.

The diversity extends to levels of academic achievement as well. The school expects a high level of underserved students to seek the new school. Replicating Herron High School's system of academic supports for underperforming students, an array of remedial courses will be offered both the summer before entering as well as throughout the school year. These courses, along with optional or required extended school days through participation in Office Hours, will help accelerate achievement for students with skill gaps in learning with the intention that by the sophomore year, those students will catch up with their peers and be prepared to pass the state's standardized tests.

Herron High School's philosophy of education and student support will be replicated at a second school. Students will be expected to graduate and attend a four-year university or college. Herron High School believes that an understanding of and appreciation for a Classical, Liberal Arts education is essential to meeting this expectation.

Marketing will be specifically directed at neighborhood community organizations and events, churches and middle school fairs. Herron High School's reputation for excellence will help attract middle class urban families, and students who find themselves on a waitlist for Herron High School will have a second option to enroll in the replicated school. The school will utilize the services of a marketing professional to guide its public relations and promotional outreach, which may include radio ads, commercials and perhaps billboards, as well as distributing fliers and posters throughout the community. Student recruitment will begin in the summer of 2016 with the enrollment process in full swing in the autumn of 2016. The new school will mirror Herron High School's enrollment policy and will be in full compliance with public charter school laws and authorizer requirements.

Facility

Herron High School's leadership and board are committed to facilitating urban revitalization by bringing exemplary education to the city's underserved communities. Therefore, the school will seek to replicate within the boundaries of IPS. In keeping with the board's intent to serve as a catalyst for renewal in the broadest sense, the final location for the second school will be determined based in part on neighborhood development needs. The board expects to replicate in an older, and perhaps

underutilized, building that can serve as an anchor for neighborhood renewal. The school will likely serve the IPS district neighborhood area that contains the following seven zip codes: 46202, 46205, 46208, 46220, 46222, 46228 and 46260. Based on Herron High School's reputation for excellence, the school expects to draw widely from the greater metropolitan region as well as the neighboring community in which it settles.

Herron High School's board established a Replication Task Force whose responsibilities include researching and touring potential facilities and providing summary assessments to the board. Although this task force continues to explore multiple options, it has identified the Heslar Naval Armory as a potential site for a new school. For the purpose of creating a baseline for due diligence planning and projections based on the facilities the task force has toured the Heslar Naval Armory, an architectural assessment has been completed of the Heslar Naval Armory, and conceptual floor plans have been created that would provide a sufficient number of classrooms, administrative offices, gymnasium, cafeteria and storage space to support the target enrollment of 575 students. For the purposes of this charter application and as an example of the school's planning process, supplemental documents are included to illustrate the conceptual floor plans to convert the Heslar Naval Armory should the school acquire the facility. The expected cost of renovations and furniture, fixtures and equipment estimates is between \$4.5 million. This cost would be met through a combination of donor support through a capital campaign and financing. The task force continues to research and tour alternate facilities and the Board of Directors continues to be cautious about assuming any additional debt. Appropriate architectural planning will occur on any facility chosen for Herron High School's replication.

Once a facility has been secured, Herron High School will begin the process of renovations suitable to its needs. Depending on the final outcome and location of the new school, renovations will be in compliance with all code applicable to Indiana public schools including accessibility requirements. To accommodate 21st century learning, the facility will be fully equipped with the required technology.

The proposed name of the school will be determined when a facility is chosen. With the intention to be viewed as a neighborhood and community school, Herron High School's founders selected its name to honor the history of the campus as the former John Herron Art Institute, as well as the neighborhood known as the historic Herron-Morton Neighborhood. The second campus will also reflect and honor the history of the surrounding community in which it is located. Herron High School's founders and executive leadership are cognizant of the role high quality urban education plays in the vitalization of our nation's cities. A well-educated citizenry makes a city marketable for economic growth and brings increased quality of life. Strong schools lead to more tightly knit communities and reduced crime rates. Through replication at a second campus, Herron High School will continue to expand the positive impact it is making in our community, and change the lives of countless children far into the future.

Conditions for Success

Mission and Educational Model:

The new school will share a mission and vision statement consistent with Herron High School. The mission statement currently reads: ‘Herron High School is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust and engages in an urban environment in order to prepare students to be world-class citizens.’ The mission statement summarizes the school’s Core Values. The Core Values statement is a distillation of Herron High School’s comprehensive philosophy on education, its approach to student learning, and its self-concept of its role in the larger community.

The school’s Core Values document informs all decision-making throughout every aspect of school operations, and nurtures a welcoming school culture that celebrates diversity, develops critical thinking, and unifies the community of learners by creating a sense of shared humanity. Its creation was the result of vision development and culture-construction conversations among the leadership team members and the Education Committee, and is an outcome of starting with the end in mind. The Core Values statement is a thoughtful and deeply reflective examination of what Herron High School is, and provides the foundational framework for all future school replication.

The Core Values statement serves as the launching point to measure success, and the lens through which future changes will be examined and considered. This lens will help direct decision making and will keep both schools centered firmly in the mission regardless of inevitable changes in leadership. Like the schools simple but comprehensive Universal Behavior Policies and Academic Habits, the Core Values provides a framework for expectations and academic achievement on the cultural level.

Building on the success of the Classical, Liberal Arts, college preparatory programming, a second school will replicate Herron High School’s approach to learning by utilizing a classical methodology, a focus on a Liberal Arts education, and an emphasis on the classics as a means to reach the “at risk” population as well as middleclass students. The new school will be a college preparatory school at its fullest definition, offering a rigorous curriculum, a wide selection of Advanced Placement courses and dual credit programs, and by instilling a “college-going culture” through college planning programs that begin in the freshman year. The replicated school will duplicate Herron High School’s block schedule and annual school calendar. (See Appendix 11 – Curricula: Scope and Sequence)

The bar will be set very high for teaching quality, and the high expectations for applying the best pedagogical practices will be supported by specialized weekly professional development and an array of teacher support structures. In addition to a robust and highly structured program of weekly professional development, the school will support professional excellence by providing teachers with meaningful

evaluations throughout the year. Herron High School's system of rubric-based teacher evaluations is designed to support teacher success and drive student achievement. This system of evaluation includes formal and informal goal-centered observation cycles, followed by personal meeting with our Dean of Faculty and the Leadership team who provide teachers with positive and constructive feedback on their teaching practices. This confluence of talent, knowledge and dedication results in the remarkable academic success of our students. (See Appendix 8 – Teacher Evaluation)

Academic Standards

The new school will replicate Herron High School's academic standards, including the requirement that students engage in all four years of the five core subjects: English, Math, Social Studies, Science and Latin. The new school will also replicate Herron High School's policies and requirements regarding remediation.

Curriculum

Herron High School is highly intentional about best practice instruction and student-centered pedagogy. The school's curriculum will follow Herron High School's curriculum, will be locally developed and designed to meet the new state standards while simultaneously reflecting the school's classical, liberal arts focus. Department Chairs will hold regular meetings with department colleagues to develop carefully aligned curriculum, compare data and identify and address any areas for improvement. Following Herron High School's model, teachers will be provided with over 200 hours of professional development during a single school year and will have opportunities to assume leadership roles by sharing best practices and their innovative approaches in the classroom.

Based on entrance placement data, students will be scheduled into courses that best meet their individualized learning needs. Students with skill gaps will receive appropriately targeted support; students with identified gifts and talents will be scheduled into classes that fit their academic prowess. Students with identified skill gaps might be placed in support classes or receive targeted individualized academic support before, during, or after the school day. Similarly, students who require an accelerated curriculum will be provided with enrichment experiences and opportunities that allow them to synthesize their course work with real-world experiences. Both unique groups receive what they specifically require, and both groups move forward.

Herron High School simulates college environments in many ways. The new school will mirror this environment. The primary method will be through a commitment to a comprehensive Advanced Placement program. Because Advanced Placement classes represent levels of rigor and structure similar to what students might find on a college campus, and because successful completion of Advanced

Placement classes can result in transferable college credit, the school will adopt Herron HS's open-access philosophy whereby all students, beginning as early as the 9th grade year, are encouraged and provided opportunity to participate in Advanced Placement classes.

Responsiveness to students with special needs will be coordinated by a team that includes licensed Guidance Counselors, High Ability Specialists and Special Education professionals. This "Students with Special Needs" team will work in coordination with classroom teachers and the Leadership Team to appropriately identify students with special needs, gather data for those identified students, and implement and supervise personalized academic plans structured to ensure each student's success.

Curriculum will be presented on a block schedule offering ninety minute classes. Students will attend four classes daily Monday through Thursday, with a later start on Fridays to accommodate weekly professional development. On Fridays, students will attend all eight classes to reduce learning loss over the weekend. Extended learning in the form of before and after school Office Hours will provide additional support, either by election or as a requirement for students who are struggling with the rigorous curriculum. Summer programming will be offered to allow students to remediate and recover missed credit, as well as to get ahead on required courses to open the regular school year.

Students will be required to engage in four years of the five core courses (English, math, science, social studies and Latin), thus exceeding state requirements for the Core40 diploma as well as the Academic Honor's Diploma. The school's classical model and liberal arts focus provides a multidisciplinary foundation that is inherently a STEAM model of education. While Herron High School's selection of electives focuses heavily on the fine and performing arts, in an effort to expand choice, the school's leadership will use replication as an opportunity to expand elective offerings. The effectiveness of the curriculum will be visibly weighed by student performance on state and national measures of progress. The school's curriculum will be responsive to state standards. This responsiveness requires curriculum flexibility: students must be provided with multiple paths to college-preparedness and graduation.

Ultimately, all graduates will be expected to be able to write analytically, think critically, and speak articulately. They will be expected to be able to work collaboratively but act independently. They will be expected to possess the ability to persevere and solve problems creatively. These expectations are the combined effect of the school's unique blending of Classical understanding and purpose, Liberal Arts interconnectedness, STEAM integration and college-preparedness. (See Appendix 11 – Curricula: Scope and Sequence)

Assessment

The replicated school will utilize many different forms of assessment to measure student progress and determine appropriate systemic responses:

- **State-Based Achievement Assessments:** State-based achievement assessments such as the current End of Course Assessments in Algebra, 10th grade English and Biology will continue to be used to measure student understanding of core areas necessary for graduation in the state of Indiana. Herron High School will respond accordingly and continue to meet state expectations as these assessments evolve based on state and national standards initiatives.
- **NWEA:** NWEA measures 9th and 10th grade student achievement in the areas of Reading Comprehension, Language Usage, and Mathematics across time. Herron High School implements Fall and Spring NWEA testing to determine accurate skill levels, to demonstrate student growth, and as one comparable data point for measuring teacher effectiveness.
- **Placement Exam:** The Herron High School placement exam is a locally-created skills-based test that assesses prerequisite and grade-level skills for reading, writing, grammar, Algebra, and Geometry.
- **Acuity:** Acuity is a standards-based assessment that predicts whether or not a student will be successful on either the Algebra 1 or English 10 End of Course Assessments.
- **PSAT/SAT/ACT:** Herron High School continues to use college entrance exams to measure the comparative college-readiness (especially in the areas of critical reading, writing and math) of Herron scholars.
- **Benchmark and Final Exams:** Locally-created content-specific Benchmark and Final Exams are required in every Herron High School course. These assessments provide Herron High School teachers with essential data regarding the effectiveness of their teaching and the curriculum. Benchmark Exams provide teachers and scholars with the opportunity to measure the amount of learning at the mid-point in the semester. Final Exams provide teachers and scholars with the opportunity to summarily measure the total amount of learning over the entire semester. Since Benchmark and Final Exams must be aligned between teachers with common content, these exams also provide a comparable data point for measuring teacher effectiveness.

A Director of Academic Accountability will oversee the spectrum of student-level data analysis for both schools, capturing data to holistically track student growth, provide real-time feedback on student progress, identify both low achieving students and students who may qualify for High Ability services, predict state-mandated test results, and make recommendations to the leadership team.

The Chief Academic Director, will be assisted by an Instructional Specialist to oversee the implementation of Herron High School's model for teacher evaluations as described within this narrative.

Human Capital

The qualifications and attributes of a Herron High School begin with being highly qualified in his/her content area. The school's leadership team looks for teachers who are mission-driven and embrace Herron High School's Core Value and classical methodology. A teacher who wishes to join the school's faculty must be prepared to work with a diverse student population and be able to present differentiated instruction to accommodate a wide range of academic abilities. When hiring new faculty for the replicated school, recruitment and selection procedures will reflect the school's philosophy of education.

Specifically, teachers will:

- Embrace the classical, liberal arts mission.
- Commit to high academic and behavioral expectations.
- Focus on effective instruction in every classroom.
- Engage in a collaborative environment.
- Differentiate for a diverse culture and abilities.
- Demonstrate passion for and expertise in content area.
- Plan instruction that is results-oriented and research-based.
- Exhibit relentless dedication to the academic success of every student.
- Engage in continual professional reflection.

The most effective Herron High School teachers:

- do not make excuses
- are highly reflective
- embrace intellectual and professional challenge
- model persistence and grit
- are highly collaborative
- love working with young adults
- express passion for content
- express a love of learning
- are extremely flexible
- are optimistic
- are trusting

In order to ensure the replicated school reflects Herron High School performance standards, a targeted, consistent and disciplined program of Professional Development will be established to reflect this

essential component of Herron High School's success. The purpose of the program is two-fold: (1) to articulate and reinforce school vision in a community setting; and (2) to develop stronger teachers. These dual purposes will be realized through weekly faculty meetings, targeted department meetings, and individualized teacher support and feedback. Drawing from internal sources and local experts, the school fundamentally believes in relying on its own teachers and school leaders for evidence of shareable best practice and vision execution. Weekly Professional Development meetings offer the corporate entity's entire professional community an opportunity to dialogue with each other about school systems, celebrate successes, discuss current research, examine local data, and norm expectations.

Following Herron High School's model for meaningful teacher evaluation, a schedule of classroom observations will occur followed by individualized feedback and support. The teacher evaluation model utilizes a comprehensive set of rubrics designed to highlight teacher strengths and identify areas for growth and improvement. The current model is undergoing revision to add a student growth component for 2015-2016 school year. Herron High School's leadership has also identified a need to ensure greater consistency of staff/administrator evaluations and is currently working with its HR/payroll partner to create a web-based solution to implement a performance management module.

School Specific Goals

In accordance with the Performance Framework, the replicated school will have School Specific Goals. Please see Appendix three for complete details and rubrics for each of the following goals:

Summary Sheet: School-Specific Goals and Assessments

School Name: **Herron High School - Replication**

Mission Statement: Herron High School is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust and engages in an urban environment in order to prepare students to be world-class citizens.

Non-academic Goal I – Wellbeing Program:

Replicating a current goal for the Herron High School campus, the new school will utilize a wellbeing committee to provide a program for staff members to increase their physical, mental, social, and emotional health through multiple opportunities to engage in a variety of activities designed to increase their wellbeing.

Annual Targets: At least 80% of staff/faculty engages in one or more of the activities organized by the wellbeing committee during the academic year.

Assessment Tools & Measures: The human resources staff and wellbeing committee will track events and staff/faculty participation. Periodic surveys will be conducted during professional development and individual meetings to assess overall staff/faculty wellbeing as it relates to the work environment.

Rationale for Goal and Measures: Individual wellbeing is crucial for maintaining a culture of collaboration and respect and a work environment in which every member feels valued and an integral part of the school community. Integral to the school's mission of building a culture of respect and trust, the wellbeing committee will be tasked with creating opportunities to increase health and moral which will then positively affect performance as educators and leaders of students at the school.

Assessment Reliability and Scoring Consistency: Scoring will consist of tracking participation in wellbeing committee sponsored events.

Baseline Data: As the launch date of the new school approaches, the school's leadership team will meet with staff/faculty to make a collaborative assessment of individual wellbeing. This data is naturally subjective in nature but will provide an overall sense of community wellbeing and stress management as the school prepares to open.

Non-academic Goal I – Wellbeing Program

GOAL: Creating a culture that promotes the wellbeing of our staff and students is a key initiative for the new school. A Wellbeing Committee that will consist of staff volunteers who meet monthly, with executive participation quarterly, to create opportunities for staff members to increase their physical, mental, social, and emotional health, which will then affect their performance as educators and leaders of students at the school. Key initiatives for the wellbeing committee will include the following:

- Department-led social event every other month in order to allow staff the chance to spend quality time with each other, grow relationships, and create partnerships in a low-stress setting
- Creation of on-site fitness classes to promote physical fitness
- Dedication of 30 minutes per month at professional development training related to wellbeing and wellness.
- Additional committee-led activities, such as a running club, a biking club, and wellness campaigns

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2017-2018	At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 65% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 40% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	Less than 40% of staff/faculty engage in one or more of the activities organized by wellbeing committee.
2	2018-2019	At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 65% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 40% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	Less than 40% of staff/faculty engage in one or more of the activities organized by wellbeing committee.
3	2019-2020	At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 65% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 40% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	Less than 40% of staff/faculty engage in one or more of the activities organized by wellbeing committee.
4	2020-2021	At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 65% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 40% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	Less than 40% of staff/faculty engage in one or more of the activities organized by wellbeing committee.
5	2021-2022	At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 65% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 40% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	Less than 40% of staff/faculty engage in one or more of the activities organized by wellbeing committee.
6	2022-2023	At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 65% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 40% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	Less than 40% of staff/faculty engage in one or more of the activities organized by wellbeing committee.
7	2023-2024	At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 65% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 40% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	Less than 40% of staff/faculty engage in one or more of the activities organized by wellbeing committee.

School Name: **Herron High School - Replication**

Mission Statement: Herron High School is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust and engages in an urban environment in order to prepare students to be world-class citizens.

Non-academic Goal II – Articulating the Classical Education

Annual Targets: All faculty members will be able to articulate the meaning of a classical education, the process of educating students using the classical model, and the value of classical learning.

Assessment Tools & Measures:

Rationale for Goal and Measures: A classical liberal arts education applies the *grammar*, *logic*, and *rhetoric* stages of the Trivium to all subject areas. It provides a logical system by which to organize material, process thought, identify relationships, and form original ideas with the ability to articulate those ideas effectively.

It is important that all Herron High School teachers can effectively articulate the nature of classical education to students and stakeholders. Becoming more classical requires the broad internalization of the classical concept. Thus, Herron High School's goal to become more truly classical is conceptual.

Assessment Reliability and Scoring Consistency: Surveys to assess understanding and Socratic dialog will be used in professional development at key intervals throughout the year.

Baseline Data: Faculty will participate in an initial survey at the beginning of the school year in order to determine their ability to articulate the meaning and value of a classical education.

Non-academic Goal II – Articulating the Classical Education

GOAL: Articulating the classical education A classical liberal arts education applies the grammar, logic, and rhetoric stages of the Trivium to all subject areas. It provides a logical system by which to organize material, process thought, identify relationships, and form original ideas with the ability to articulate those ideas effectively. In order to be fully classical in methodology, teachers must effectively comprehend the nature of classical education well enough to articulate its meaning, describe its implementation in the classroom and define the benefits derived from such an education.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2017-2018	100% of faculty members will effectively articulate the meaning, process and value of a classical education.	75% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
2	2018-2019	100% of faculty members will effectively articulate the meaning, process and value of a classical education.	75% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
3	2019-2020	100% of faculty members will effectively articulate the meaning, process and value of a classical education.	75% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
4	2020-2021	100% of faculty members will effectively articulate the meaning, process and value of a classical education.	75% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
5	2021-2022	100% of faculty members will effectively articulate the meaning, process and value of a classical education.	75% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
6	2022-2023	100% of faculty members will effectively articulate the meaning, process and value of a classical education.	75% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
7	2023-2024	100% of faculty members will effectively articulate the meaning, process and value of a classical education.	75% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.

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Academic Goal I – College Planning Program

Annual Targets: 100% of freshman students will engage in a college planning program which includes aptitude testing, career exploration, college research and academic goal setting. If funding is available, students will utilize an online program called NAVIANCE to assist with the college planning process throughout all four years of high school.

Assessment Tools & Measures: Completed surveys, advisory assignments, NAVIANCE data

Rationale for Goal and Measures: As a college preparatory school, it is important to instill a “college-going mentality” among all students. Beginning with the end in sight, freshman students will consider college options and be planning their coursework for the next four years to align with their college goals. Through surveys and special assignments, students will; demonstrate an understanding of college requirements; identify degree paths that match their interests; identify colleges that offer those degrees.

Assessment Reliability and Scoring Consistency: Advising/Advisory meeting notes, student surveys and Naviance account activity will be used to track student progress on college planning.

Baseline Data: Baseline data will be collected during the 1st quarter of the freshman year. A survey will be conducted to assess student knowledge of college options and requirements.

Academic Goal I – College Planning Program

GOAL: At the beginning of the freshman year, students will be required to research, consider and identify their college choices and likely career paths in order to develop a 4 year academic plan. Advisors will assist students with formulating personalized goals designed to prepare them to meet the requirements of their proposed colleges and universities. Students may use an online program called Naviance to assist with their college planning program. A Freshman Parent College Planning Night will be held to inform parents of the importance of early college planning, how students are likely to earn scholarships.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2017-2018	By the end of the freshman year, 100% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 80% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 70% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, less than 69% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.
2	2018-2019	By the end of the freshman year, 100% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 80% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 70% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, less than 69% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.
3	2019-2020	By the end of the freshman year, 100% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 80% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 70% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, less than 69% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.
4	2020-2021	By the end of the freshman year, 100% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 80% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 70% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, less than 69% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.
5	2021-2022	By the end of the freshman year, 100% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 80% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 70% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, less than 69% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.
6	2022-2023	By the end of the freshman year, 100% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 80% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 70% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, less than 69% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.
7	2023-2024	By the end of the freshman year, 100% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 80% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, 70% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.	By the end of the freshman year, less than 69% of freshmen students will have developed a college plan and understand the academic requirements of their colleges of interest.

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Academic Goal II – Academic Progress Monitoring

Annual Targets: 100% of students will have individual weekly reviews of their academic progress with their advisory teacher.

Assessment Tools & Measures: Advisory class grade review logs, PowerSchool logins

Rationale for Goal and Measures: In order for students to be successful, they need to have a full understanding of where they are academically and what skills they need to focus on improving. This means they need to know their current grades; which, if any, assignments are missing; and what remediation opportunities exist to bring up poor grades. Quarterly grade reports are helpful but in many cases too late for students to fully address any skills gaps and bring their grades in line with their goals. While students and families have access to this information any time by logging in to PowerSchool, an individualized weekly grade check with teacher input will help students stay on track.

Assessment Reliability and Scoring Consistency: Advisory class records, advisor's notes and data on access logs in PowerSchool will be used to track student knowledge on their academic progress.

Baseline Data: Baseline data does not apply to this goal.

Academic Goal II – Academic Progress Monitoring

GOAL: Students will receive a weekly grade check including an individualized review of their academic progress and be advised on opportunities to address low grades. Students will be provided with a schedule of current faculty Office Hours.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2017-2018	100% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	90% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	80% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	Less than 79% receive weekly reviews of their academic progress and demonstrate knowledge on how to login to their PowerSchool account.
2	2018-2019	100% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	90% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	80% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	Less than 79% receive weekly reviews of their academic progress and demonstrate knowledge on how to login to their PowerSchool account.
3	2019-2020	100% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	90% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	80% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	Less than 79% receive weekly reviews of their academic progress and demonstrate knowledge on how to login to their PowerSchool account.
4	2020-2021	100% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	90% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	80% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	Less than 79% receive weekly reviews of their academic progress and demonstrate knowledge on how to login to their PowerSchool account.
5	2021-2022	100% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	90% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	80% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	Less than 79% receive weekly reviews of their academic progress and demonstrate knowledge on how to login to their PowerSchool account.
6	2022-2023	100% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	90% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	80% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	Less than 79% receive weekly reviews of their academic progress and demonstrate knowledge on how to login to their PowerSchool account.
7	2023-2024	100% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	90% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	80% of students will receive weekly reviews of their academic progress and will demonstrate knowledge on how to login to their PowerSchool account.	Less than 79% receive weekly reviews of their academic progress and demonstrate knowledge on how to login to their PowerSchool account.

Community Partnerships

Herron High School currently has several community partners working with the school in a variety of capacities. Many of these partners will work with the new school as well. In addition to service agencies and vendors, several corporations and non-profits provide qualifying students with internship opportunities. Senior students are currently fulfilling internships at such locations as American Red Cross, Indiana Historical Society, IU Health, 100 Black Men of Indianapolis, Indiana State Museum, FACE Spay and Neuter Clinic, The Oaks Academy, CFI School 84, YMCA, IU Health-Riley IT, Eiteljorg Museum, and Young Actors Theatre.

The school is planning a new academic partnership with Marian University. The university enthusiastically supports Herron High School's replication near its campus and has expressed interest in helping the school secure funding if the Heslar Naval Armory is eventually secured. Additionally, a relationship is being developed with the Northwest Area Quality of Life team in support of a replication within its boundaries. Please see Appendix 2 Community Partners for additional details.

Transportation

Herron High School expects to replicate in an area served by public transportation. Based on the present location and transportation needs of current Herron High School students, the school anticipates that many of its students will come from the downtown Indianapolis neighborhoods and will, therefore, require little assistance with transportation except help in connecting with carpools. Traffic flow patterns and planning will be conducted on the chosen site to safely facilitate the pick-up and drop-off of students who are driven to school by their families. Herron High School works in partnership with IndyGo to provide students with monthly bus passes. These passes are provided free of charge to our low income population and are offered at half price to the rest of the student population. The budget for the replicated school reflects the anticipated cost of providing bus passes to students who will rely on public transportation. As the school population matures, some students will want to drive themselves to the campus; therefore, sufficient parking to meet student needs will be factored into facilities requirements. The new school will utilize an online carpool service to help interested families identify possible carpool partners. The new school will work to ensure that transportation arrangements will be available for all students.

D. Timeline

The current timeline assumptions project opening a second school in the 2017-2018 school year with the first class of freshmen students. This first class will be slightly inflated over future enrollment target

numbers to help support the cost of operations in an underutilized building. Natural attrition is expected to occur over time. Adding a grade level each year will bring the campus to full capacity by 2020-2021. The timeline is predicated on the ability to secure a location and perform necessary renovations. Continuing with the due diligence that has already been initiated, with start-up funding and a campus site secured, the board and leadership will move swiftly to launch the process of incubating a second school.

- Ongoing - research of possible facilities/secure site for second campus/secure financing
- Spring 2015 – Strategic report provided by Branding and Marketing consultant
- June 2015 - Charter School Replication application is expected to be approved
- June 2015 - Submission of Charter School Start-up grant will be submitted to the IDOE
- June 2015 – anticipate receiving Walton Family Foundation Grant
- Summer 2015 - Board of Directors will begin the process of incorporation for second school
- Summer 2015 – hire fundraising consultant to make recommendations for capital campaign
- Autumn 2015 – grooming identified teacher for leadership role as Assistant Director of Faculty
- 2015/2016 school year and 2016 summer – Leadership to visit successful charter school replications and successful STEAM based schools
- Spring/Summer 2016 – launch marketing program for student recruitment
- Appropriate administrators begin responsibilities for both campuses
- Summer/Fall 2016 – begin enrollment process for incoming freshman
- Summer 2016 – Department Chairs begin curricula articulation for both campuses
- Summer 2016 – begin any necessary renovations to building
- Autumn 2016 – Teacher recruitment begins, launch nationwide search for talented staff to support the new campus and replace transferring faculty

The school is working with community and philanthropic partners to raise the necessary funding to develop the new school, including support for leadership development, recruitment and public relations. Based on the current options, it is projected that funding for acquiring a site, renovating the second campus and providing furniture, fixtures and equipment will cost an estimated \$4.5 million. School leadership is currently exploring all options for facility financing, including creative solutions such as utilizing New Market Tax Credits, Tax Increment Financing, IFF as well as traditional financing with a financial institution. The school will launch a campaign to raise as much money up front as possible.

About the Board

Joanna Taft, Board President: Joanna Taft, Board President. Taft is Founding Executive Director of the Harrison Center for the Arts. She serves on the boards of The Oaks Academy, Indianapolis Public Library Foundation, Allen Whitehill Clowes Charitable Foundation, the Katharine B. Sutphin Foundation and the Board of Zoning Appeals. She enjoys living, working, and playing in downtown Indianapolis with her husband, Bill, and three children who have all graduated from Herron High School. Taft is a founding board member.

Dan Roy, Board Vice President: Dan Roy is a partner in the Indianapolis office of the law firm of Faegre Baker Daniels. Dan's practice focuses on business and tax litigation, providing legal counsel to nonprofit organizations, and advising educational organizations, including charter schools. He has represented a wide array of clients, including Fortune 500 companies, governmental bodies, entrepreneurs, and nonprofits. Dan has advised charter schools and their boards, authorizers, and charter management organizations in all aspects of the formation, operation, and closure of charter schools. Dan first joined Faegre Baker Daniels in 1999 after graduating from law school. From July 2006 through December 2007, he served on Mayor Bart Peterson's staff as Charter Schools Director for the City of Indianapolis.

Keith Steiner, Board Secretary: Steiner has worked at UBS Financial Services since 1985 and is part of an Indianapolis based team focused on investment management consulting to Non-Profit organizations, Foundations and Endowments. He consults with more than twenty five non-profit organizations and foundations. He has earned the Certified Investment Management Analyst designation from the Investment Management Consultants Association. He has served on the Boards of Delta Tau Delta Educational Foundation and Fraternity, Lawrence United Methodist Church and the Alumni Council of Allegheny College as well as Herron High School. He holds a B.A. from Allegheny College and an M.B.A. from the University of Indianapolis. He and his wife Jane Ann live in Fishers, Indiana. They have two adult children.

Jeff Bennett, Board Treasurer: Jeff Bennett joined IFF in September 2012 as Director of Real Estate Services, Indiana. In that role, he oversees IFF's work building and strengthening the capital resources available to Indiana schools and social service nonprofits. Mr. Bennett helps those organizations plan strategically for their facility and growth needs, identify and analyze site options, negotiate acquisitions, and secure financing. Mr. Bennett has nearly 20 years of experience working with local government and Indiana nonprofit organizations. He holds a degree in history from Indiana University.

John Hammond: Hammond is a partner of Ice Miller, Indianapolis' largest law firm. Hammond is a founding board member at Herron High School. He serves as Co-Chair of Ice Miller's Public Affairs group. As a veteran of Indiana's state government, he has helped shape a wide variety of public policy, from tax policy to environmental management, education to tort reform, transportation to insurance and

economic development. He was awarded his Bachelor of Arts from DePauw University in 1976 and a Juris Doctorate from the Indiana University School of Law in 1991. He is admitted to practice law in the State of Indiana. Hammond also serves on the board of the Indianapolis Urban League, Indiana, Fiscal Policy Institute and The Nature Conservancy. Hammond is a resident of the Old Northside Neighborhood, and is one of the neighborhood's first urban pioneers. He and his wife have four sons.

Andrew Hart: Andrew Hart is presently the Head of School at The Oaks Academy in Indianapolis where he has served for thirteen years. After receiving his Bachelor of Arts from Washington & Lee University and his Master of Business Administration from the University of North Carolina, Chapel Hill, he worked as a legislative assistant in Washington, DC for Rep. Frank R. Wolf. Prior to The Oaks Academy, Hart was a visiting instructor at the University of Bucharest, Romania, served as a management consultant for Price Waterhouse, and was a business development manager for Eli Lilly and Co. He is a member of the Independent School Association of Central States. Hart also chairs Herron High School's Education Committee and is a member of the Executive Committee. Hart is a founding board member.

Karen A. Kennelly, CPA, MBA: Karen is the President and Owner of K-Squared Consulting, providing financial and operational consulting to not-for-profit organizations. Services include outsourced CFO and accounting office services, operational and financial policy and procedure review and analysis, business, strategic and financial planning, as well as private foundation office management. Prior to launching K-Squared, Karen was a director at a regional accounting firm, providing audit, accounting and consulting services to not-for-profit and governmental organizations. She also spent eight years as Vice President of Finance and Administration of The Children's Museum of Indianapolis and ten years at a national accounting firm, during which one of her industries of focus was not-for-profit organizations. Karen is a frequent speaker on not-for-profit financial and operational topics and was a co-developer of a "Not-for-Profit Board Fellowship" program within the Butler University MBA Program, for which she also serves as an adjunct professor.

Throughout her 25-year professional career, which has either partially or wholly been devoted to the not-for-profit industry, Karen has served, and continues to serve in board leadership and committee roles for a number of not-for-profit organizations, including social services, healthcare, arts, grant-making and private foundations as well as professional organizations and those focused on economic development. Her experience also encompasses serving as a team member of the United Way of Central Indiana Agency Evaluation Team.

Christine Marson: As a strategy officer at Lumina Foundation, Christine focuses on learning- and competency-based systems of credentials, transparent pathways for learners, alignment of workforce needs, increasing credential completion of returning adults and the State Authorization Reciprocity Agreement. Previously, Marson served in Indianapolis Mayor Gregory Ballard's office and Indianapolis

Mayor Bart Peterson's office where she contributed to the design and implementation of their education agendas. Marson serves on the Board of Directors for Herron High School, Harrison Center for the Arts, Families First and the Megan Weisenbach Foundation. She also volunteers for F.I.D.O. and United Way of Central Indiana. Marson graduated with honors from Butler University, earned a master's degree from the Indiana University Lilly Family School of Philanthropy and completed the Emerging Leaders Executive Education program at Harvard University's John F. Kennedy School of Government.

William "Mac" McWhirter: William E. ("Mac") McWhirter, the father of three children, was born in Indianapolis. Mac is Chairman Emeritus of Fifth Third Bank, Indiana and is retired from Peoples Bank & Trust Company where he served as Chairman of the Board & CEO. He has served as Chairman of the Indiana Bankers Association, Easter Seals-Crossroads Rehabilitation Center, and The United Way Capital Funds Committee; as President of The Kiwanis Club of Indianapolis; as Treasurer and Board Member of United Way, The Community Bankers Association, St. Vincent Hospital Foundation, The Salvation Army, and The University Club of Indianapolis; and as a Member of the Board of Directors of Interactive Intelligence, The Schneider Corporation, and Goodwill Industries of Central Indiana. He was a founding member of The Masonic Learning Centers for Children, Inc. and The Indianapolis Entrepreneurship Academy.

Adrian Miller: Adrian Miller is the Regional Manager for Wells Fargo Investment and Fiduciary Services in Wisconsin, Michigan, Indiana, Ohio, and St. Louis. Mr. Miller oversees a team of professionals that provides investment management, fiduciary services, financial planning, and specialized wealth services to high net worth clients.

Previously at Wells Fargo, Mr. Miller served as a Senior Investment Strategist. Mr. Miller worked with high net worth clients to create asset allocation strategies and build portfolios to help meet clients' investment objectives while managing risk. Mr. Miller was also an equity research analyst at Wells Research Group for three years, where he was responsible for coverage of the energy sector. He has been in the investment management industry for over fifteen years.

Mr. Miller earned his Bachelor of Science degree in business from Huntington University. He also holds the designation of Chartered Financial Analyst (CFA). Mr. Miller is a member of the Indianapolis CFA Society, CFA Institute and the Economic Club of Indiana. He was a previous member of the Chicago CFA Society and has served as a trustee for Ronald McDonald House Charities.

Patricia Gamble-Moore: Patricia is Vice President, Indiana Market Manager for PNC Community development banking. She has over 20 years of retail and wholesale banking, community economic development and affordable housing experience. She currently serves on numerous boards/committees including Indiana Housing and Community Development Authority (IHCD); Renew Indianapolis, Martin

Luther King Community Center, Local Initiatives Support Corporation (LISC) Local Advisory Board, Project Review Committee and Facade Improvement Committee and United Way Human Services Professional Renewal Committee. She is a 2012 graduate of Hamilton County Leadership Academy. Gamble-Moore received her B.S. from Ball State University in Management.

Donna M. Oklak: Donna Oklak is a community leader serving the nonprofit community. She is the co-founder of Impact 100 Greater Indianapolis, a volunteer women's giving circle founded in 2005. She previously served as Executive Director of the Sycamore Foundation when she started and managed the Indiana Achievement Awards, a state-wide recognition program for nonprofits. She serves on the boards of the Ball State University Foundation, St. Mary's Child Center and the Franciscan St. Francis Healthcare Foundation. She has an M.A. in Philanthropic Studies from the Indiana University Lilly School of Philanthropy and a B.S in journalism from Ball State University. In 2014 she was honored as a Women of Influence by the *Indianapolis Business Journal* and as an Angel of Grace with the "messenger" Archangel Gabriel Award by the Benedictine sisters for her philanthropic work.

Peggy Sabens: Sabens is a long-time resident of Indianapolis with a keen interest in Historic Preservation, history (especially the Middle Ages), Bridge, Opera, Dance Kaleidoscope, personal training, writing, reading, and computers. As a resident of the historic Meridian Kessler Neighborhood, she is active on the Board of Meridian Street Foundation and Editor of the *Meridian Street Foundation News & Views*.

Her professional experience includes serving as Chief Medical Record Librarian at LaRue Carter Hospital, and as Manager of her husband's, the late Dr. James Sabens, Family Practice, first in Scottsburg, Indiana, and later on the east side of Indianapolis. They retired in 1994, selling the practice to Methodist Hospital. Sabens is an active member of Meridian Street United Methodist Church, Meridian Street Foundation, Riviera Club, Butler Health and Fitness, Historic Landmarks, Indiana Historic Society, American Medical Association Wives, Contemporary Club of Indianapolis, The Players, the Wawasee Yacht Club and the Wawasee Property Owners' Association. She serves on the board of Indianapolis Arthritis Guild, The Contemporary Club of Indianapolis, the Fortnightly Literary Club, and chairs the Herron High School Essay Contest sponsored by the Fortnightly Literary Club. She is a graduate of Shortridge High School, Freshman and Sophomore College at Butler University, and graduated with a BS in Medical Record Library Science from Indiana University.

Julie Perkins Scott: Scott recently joined the board of Herron High School bringing her skills in architecture and community development to the team. Facilities and Construction Project Management for Global Workspace Solutions, Johnson Controls, Inc.; Sr. Associate, Occupancy Planning, Human Resources Rep, and Staff Architect for Eli Lilly & Company. She has long-standing community participation with a passion for revitalization and re-use of historic architecture in the city center as

demonstrated by her elected, appointed and volunteer positions. She received her education at Howard University; Washington DC – Bachelor of Architecture, and University of Paris, France – General Studies, Sorbonne. She has served as The Project School's Family Organization leader 2008-2010; Indiana Historic Landmarks, Board Member 2002 – 2005; African American Landmarks Sub Committee Member 2002 – 2011; Children's Museum of Indianapolis Trustee – 1998 to 2001; Indianapolis Public Schools Board Member and President – 1994 to 1998; and Metropolitan Development Commission Commissioner – 1991to1994. She was recognized in Working Mothers' Magazine 2005 List of Best Companies for facilities planning to achieve HR programs. She and her husband have three daughters, and two of them currently attend Herron High School.

Livia Klain Russell: Livia Klain Russell was born in Budapest Hungary. She has lived in Indianapolis since 1956. She graduated from Broad Ripple High School and completed her education at IU. She has two children; David Klain, a custom home builder, and Jodie Balber, a realtor and Yoga instructor, and has four grandchildren. She is married to Steve Russell.

Livia was a partner with late husband Bradley Klain in the custom home building business. She sold real estate for 25 years and owned a floral business for 11 years. She is founder of the food pantry, Popsie's Pantry. She currently serves on the boards of The Phoenix Theater, The Children's Museum, and the Jewish Federation of Greater Indianapolis, and serves on The Collection Committee for the IMA.

Steve Russell: Founder, Chairman of the Board of Celadon Trucking. Stephen Russell has served as Chairman and Chief Executive Officer of Celadon since founding the company in May 1985 to December 2012, where he remains Chairman. Celadon has approximately 4,500 employees. and is one of the largest truckload carriers in America. Prior to Celadon, Mr. Russell worked in management positions including, Director of Advanced Product Planning for Ford Motor Company, Chief Financial Officer for RCA Corporation, and President of Hertz Truck and Equipment Corporation. He holds a BA in mathematics and an MBA in finance and marketing from Cornell University.

Mr. Russell is a member of the American Trucking Associations' Executive Committee and previously served as chairman of the Audit Committee. Mr. Russell currently serves on the Board of Governors of the Indianapolis Museum of Art and on the boards of the Center for Leadership Development and the Phoenix Theatre. He was a finalist for Ernst & Young's prestigious business award, Entrepreneur of the Year. He was selected by the World Trade Club of Indiana as its 2006 Global Business Person of the Year and has been awarded the prestigious Sagamore of the Wabash by Gov. Mitch Daniels in appreciation of his lobbying efforts for Indiana's adoption of daylight-saving time. Mr. Russell was inducted into the Central Indiana Business Hall of Fame on February 11, 2011.

John Watson Mr. Watson's extensive development resume was largely completed while serving as the development partner of Van Rooy Properties in Indianapolis, Indiana. Purchasing his first apartment building at twenty-four, John has acquired, rehabilitated and operated thousands of apartment units in Indiana, Wisconsin and Florida. An amiable partnership buyout of his interest in the Van Rooy portfolio was completed in 2006 allowing John to retire. The volatility of the real estate market caused John to choose to reenter development with the formation of Core Redevelopment, LLC and subsequent purchase of its first property, Senate Manor. John's former projects include the renovation of the former bush stadium where he transformed the historic Bush Stadium into Stadium Lofts, a three-story residential building with 138 rental units. This project, which preserved the existing building's façade, is believed to be the first of its kind. John's creative vision and extensive experience in adaptive reuse has guided Herron High School's historic building restoration since the school acquired the campus. John graduated from the Kelley School of Business at Indiana University and has two sons.

At this time, no Board members have potential conflicts of interest to report.

Technical Requirements Checklist

The following lists information required to be included in a charter school proposal pursuant to Indiana Code 20-5.5-3-3.

Information Required by Indiana Law	Section of Full Application Where Information Is to be Inserted
Identity of Organizer Information Sheet	Information page
School Name Information Sheet	Information page
Age or Grade of Pupils to Be Enrolled Information Sheet	Information page
School Purposes	Conditions for Success
School's Educational Mission	Conditions for Success
School's Educational and Organizational Goals	Appendix 3
Curriculum and Instructional Methods	Curriculum
Methods of Pupil Assessment	Assessments
School Calendar	Attachment
Admission Policy and Criteria, subject to IC § 205.5-5	Attachment
Plan for Compliance with any Applicable Desegregation Order	Enrollment
Personnel Plan, including methods for selection, retention and compensation of employees	Human Capital/Attachments
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	Human Capital
Description of Organizer's Organizational Structure	Attachment
Description of Organizer's Governance Plan	Governance and Management
School Governance Structure	Governance and Management
School Management Structure	Governance and Management
Description of Staff Responsibilities	Governance and Management
Budget and Financial Plans	Attachment
Description and Address of the Physical Plant	Attachment
Transportation Plan	Transportation
Date When Charter School Is Expected to Begin School Operations	Information page
Date When Charter School Is Expected to Have Students in Attendance	Information page

Herron High School Replication Application Assurances Form

This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for “**Herron High School Campus II**” to be located **within the IPS district** is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
2. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
3. Will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3
4. Will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.59-1
5. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
6. Will participate in the Indiana State Teachers’ Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor’s Office.
7. Will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1
8. Will ensure 90% of individuals who teach hold a license to teach in a public school in Indiana under I.C. 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-24-6-5
9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. Will at all times maintain all necessary and appropriate insurance coverage.

12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion & ancestry. IC 20-5.5-2-2

14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.

16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.

17. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

A handwritten signature in black ink, appearing to read "J. Beatty", with a stylized flourish at the end.

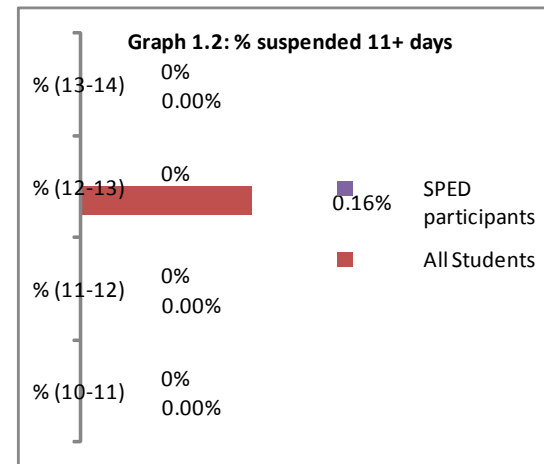
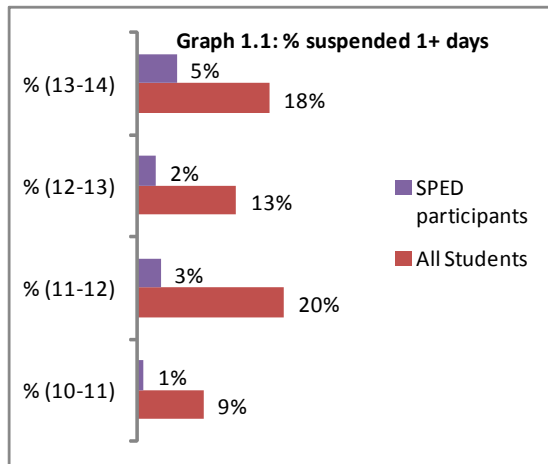
Authorized Representative's Signature

April 24, 2014

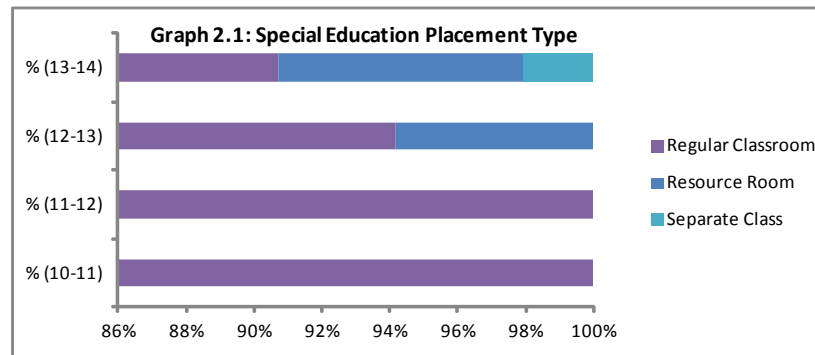
Replication Workbook

Herron High School		Insert Findings from Annual Performance Framework in cells below			
Original Performance Framework				Revised Performance Framework	
Core Question 1 (Academics)	2010-2011	2011-2012	2012-2013	Revised Core Question 1 (Academics) High School	2013-2014
1.1 - AYP (Adequate Yearly Progress)	ES	ES	ES	1.1 - State Accountability	ES
1.2 - Academic Growth	NA	NA	NA	1.2 - Academic Growth	NA
1.3 - Comparison to assigned schools	NA	NA	NA	1.6 - College and Career Readiness	ES
1.4 - School Specific Goals	NA	NA	NA	1.7 - School Specific Goals	ES
				1.3 - Graduation Rate	ES
				1.4 - Achievement Gap	AS
Core Question 2 (Governance)	2010-2011	2011-2012	2012-2013	Revised Core Question 2 (Finances)	2013-2014
2.1 - Fiscal Health	MS	ES	ES	2.1 - Short Term Financial Health	ES
				2.2 - Long Term Financial Health	ES
				2.3 - Financial Management	MS
2.2 - Enrollment, Attendance, Retention	MS	MS	ES	1.5 - Attendance	ES
2.3 - Board Governance	ES	ES	ES	3.3 - Board Governance	ES
				3.4 - Board, CMO, School Evals and Comm.	ES
2.4 - Parent Satisfaction	ES	ES	ES	Not included in new PF	X
2.5 - School Leadership	ES	ES	ES	3.1 - School Leadership	ES
2.6 - School Specific Goals	NA	NA	NA	3.6 - School Specific Goals	NA
Core Question 3 (Operations)	2010-2011	2011-2012	2012-2013	Revised Core Question 3 (Governance)	2013-2014
3.1 - Compliance Obligations	MS	MS	MS	3.2 - Compliance Obligations	MS
3.2 - Facility	MS	MS	MS	3.5 - Facility	MS
3.3 - Enrollment Process	MS	MS	MS	Not included in new PF	X
3.4 - Special Education	NA	NA	NA	Not included in new PF	X
3.5 - English Language Learners	NA	NA	NA	Not included in new PF	X

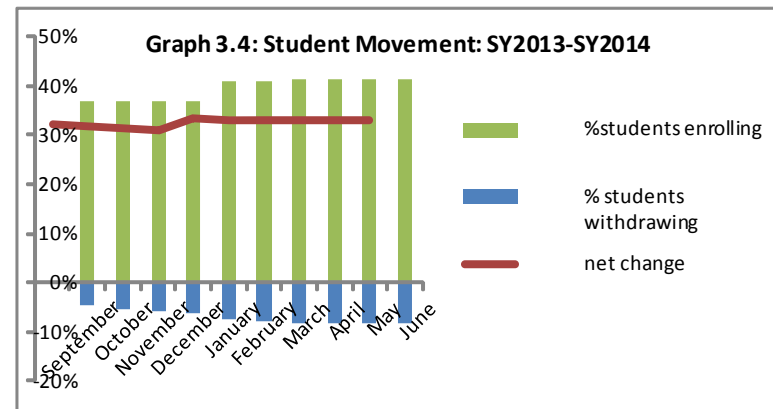
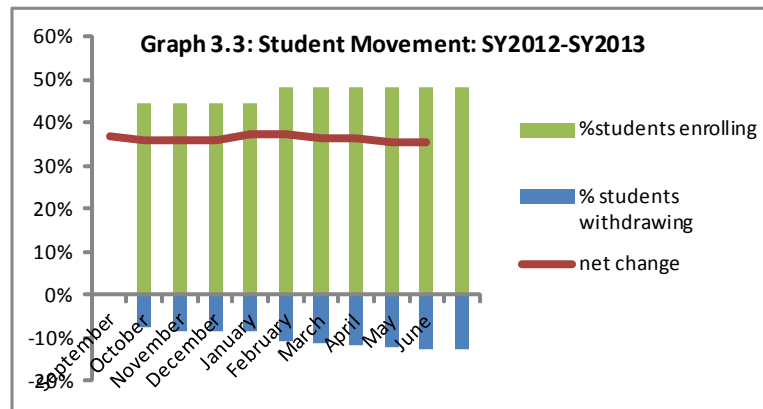
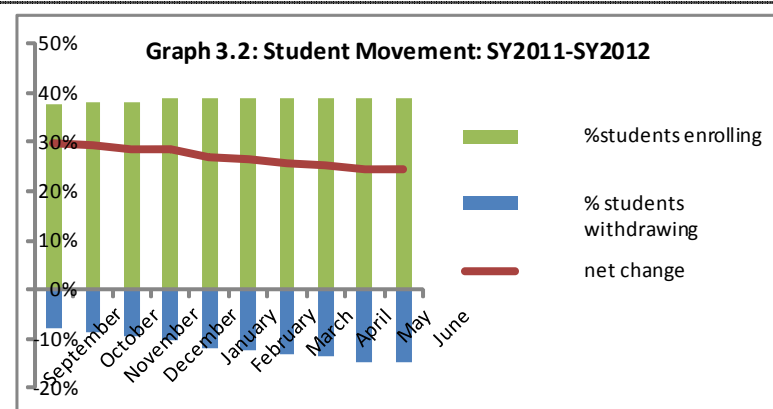
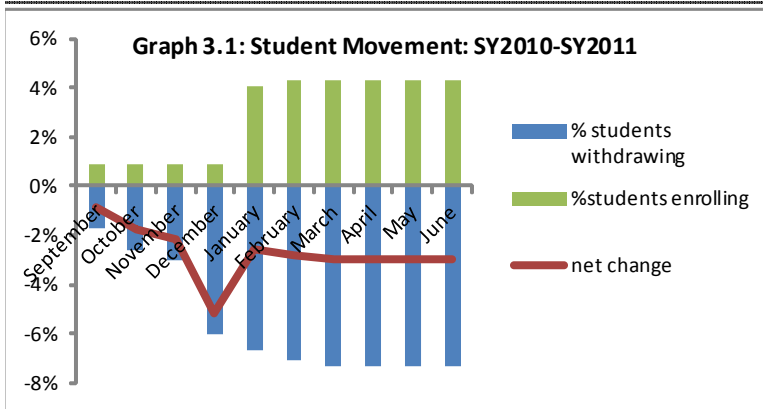
Discipline	Insert data from DOE-ES Report into yellow cells below to populate graphs below			
Data Point	2010-2011	2011-2012	2012-2013	2013-2014
Total Enrollment	467	550	642	701
Total # Suspensions b/ween 1 and 11 days (all students)	42	109	86	125
Total # Suspensions b/ween 1 and 11 days (SPED participant)	4	17	16	37
Total # Suspensions 11 days or greater (all students)	0	0	1	0
Total # Suspensions 11 days or greater (SPED participant)	0	0	0	0
Total # Expulsions	2	3	8	2



Special Education		Insert data from DOE-SE Report into yellow cells below to populate graph below. Refer to data for School Age children (6 through 21) ONLY			
		Table 2.1: Special Education			
Data Point		2010-2011	2011-2012	2012-2013	2013-2014
Special Education Placement Type (Regular Classroom; 80% or more)		50	59	81	88
Special Education Placement Type (Resource Room; 40%-79%)		0	0	5	7
Special Education Placement Type (Separate Class; less than 40%)		0	0	0	2



		Insert data from DOE-RT Report into yellow cells below to populate graphs below. Enter the # of students who enrolled and withdrew by month. For the month of August, only include students who actually enrolled in that month, not those who returned from the previous school year.							
		Table 3.1: Student Movement							
Student Movement		2010-2011		2011-2012		2012-2013		2013-2014	
Month		Enrollment	withdrawal	Enrollment	withdrawal	Enrollment	withdrawal	Enrollment	withdrawal
August		158	29	205	34	279	40	259	26
September		4	8	3	10	6	7	0	6
October		0	4	2	4	0	6	0	5
November		0	2	0	4	0	1	0	3
December		0	14	3	5	0	1	0	3
January		15	3	1	9	24	15	27	9
February		1	2	0	2	2	2	0	4
March		0	1	0	5	0	4	3	1
April		0	0	0	1	0	1	0	1
May		0	0	0	6	0	5	0	1
June		0	0	0	0	0	0	0	0



Teacher Movement	Based on data from your annual employee spreadsheet, please enter data into yellow cells below							
	Table 4.1: Teacher Movement							
	2010-2011	%	2011-2012	%	2012-2013	%	2013-2014	%
# of returning teachers	26	79%	24	56%	29	58%	41	79%
# of new teachers	7	21%	19	44%	21	42%	11	21%
Total # of teachers	33		43		50		52	

Herron High School Replication Application

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 06 2005

HERRON HIGH SCHOOL INC
C/O JOANNA BEATTY TAFT
1505 N DELAWARE
INDIANAPOLIS, IN 46202

Employer Identification Number:
20-2010941
DLN:
17053097013035
Contact Person:
DAN W BERRY ID# 31122
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
November 12, 2004
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

**State of Indiana
Office of the Secretary of State**

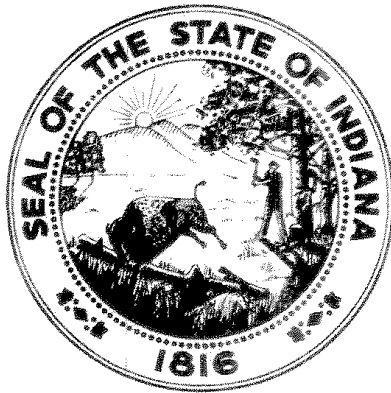
**CERTIFICATE OF AMENDED AND RESTATED ARTICLES OF
INCORPORATION**

of

HERRON HIGH SCHOOL, INC.

I, TODD ROKITA, Secretary of State of Indiana, hereby certify that Amended and Restated Articles of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, January 19, 2006.



In Witness Whereof, I have caused to be
affixed my signature and the seal of the
State of Indiana, at the City of Indianapolis,
January 19, 2006.

A handwritten signature in cursive script that reads "Todd Rokita".

TODD ROKITA,
SECRETARY OF STATE

2004111600280 / 2006012332696



ARTICLES OF AMENDMENT TO THE ARTICLES OF INCORPORATION (NONPROFIT)

State Form 4161 (R10 / 1-03) / Corporate Form No. 364-2 (May 1988)
Approved by State Board of Accounts 1995

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E818
Indianapolis, IN 46204
Telephone: (317) 232-6576

THANK YOU FOR YOUR SERVICE
2006 JAN 19 PM 3:33

INSTRUCTIONS: Use 8 1/2" x 11" white paper for attachments.
Present original and one copy to address in upper right corner of this form.
Please TYPE or PRINT.
Please visit our office on the web at www.sos.in.gov.

Indiana Code 23-17-17-1 et seq.
FILING FEE: \$30.00

**ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION**

The undersigned officer of the Nonprofit Corporation named in Article I below (hereinafter referred to as the "Corporation") desiring to give notice of corporate action effectuating Amendment(s) to the Articles of Incorporation, certifies the following facts:

This Corporation exists pursuant to: (check appropriate box)

- ☐ The Indiana Not-For-Profit Corporation Act of 1971 (IC 23-7-1.1) as amended.
- ☐ Indiana General Not-For-Profit Corporation Act (approved March 7, 1935)
- ☒ Indiana Nonprofit Corporation Act of 1991 (IC 23-17-1) as amended

APPROVED
AND
FILED
Todd Rokita
SECRETARY OF STATE

ARTICLE I - Amendment(s)

SECTION 1: The name of the Corporation is:

Herron High School, Inc.

SECTION 2: The date of incorporation of the Corporation is:

November 12, 2004

SECTION 3: The name of the Corporation following this amendment to the Articles of Incorporation is:

Herron High School, Inc.

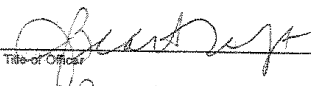
SECTION 4

The exact text of Article(s) I - XII of the Articles of Incorporation is now as follows.

Attached hereto is a true copy of the Amended and Restated Articles of Incorporation of Herron High School, Inc. (the "Corporation"), which were approved and adopted by the Corporation's Board of Directors as described in Article II, Section 1, of these Articles of Amendment.

SECTION 5

The date of adoption of the amendment to the Article(s) I - XII was January 9, 20 06

ARTICLE II - Manner of Adoption and Vote				
SECTION 1: Action by Board of Directors				
<p>The Board of Directors duly adopted a resolution proposing to amend the Article(s) of Incorporation: <i>(select one)</i></p> <p><input checked="" type="checkbox"/> At a meeting held on <u>January 9</u>, 20 <u>06</u>, at which a quorum of such Board was present.</p> <p><input type="checkbox"/> By written consent executed on _____, 20 _____, and signed by all members of such Board.</p>				
SECTION 2: Action by members				
<p>IF APPROVAL OF MEMBERS WAS NOT REQUIRED:</p> <p>The Amendment(s) were approved by a sufficient vote of the Board of Directors or incorporators and approval of members was not required. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Amendment(s) were approved by a person other than the members, and that approval pursuant to Indiana Code 23-17-17-1 was obtained. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>				
IF APPROVAL OF MEMBERS WAS REQUIRED:		TOTAL	MEMBERS OR DELEGATES ENTITLED TO VOTE AS A CLASS	
			1	2
MEMBERS OR DELEGATES ENTITLED TO VOTE				
MEMBERS OR DELEGATES VOTED IN FAVOR				
MEMBERS OR DELEGATES VOTED AGAINST				
<p><input type="checkbox"/> The manner of the adoption of the Articles of Amendment and the vote by which they were adopted constitute full legal compliance with the provisions of the Act, the Articles of Incorporation, and the By-Laws of the Corporation.</p>				
<p>I hereby verify, subject to penalties of perjury, that the facts contained herein are true.</p>				
Signature of current Officer		Printed name of Officer		
		<p>Joanna Beatty Tatt</p>		
Title of Officer				
<p>President</p>				

AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
HERRON HIGH SCHOOL, INC.

ARTICLE I
Name

Section 1.1 Name. The name of the corporation shall be Herron High School, Inc. (hereinafter the "Corporation").

ARTICLE II
Type of Corporation

The Corporation shall be a public benefit corporation.

ARTICLE III
Members

The Corporation shall not have members.

ARTICLE IV
Purposes and Powers of the Corporation

Section 4.1 Purposes. This Corporation is organized and shall be operated exclusively for religious, charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). In furtherance of thereof, the Corporation's purposes shall include the following:

- (a) to support, promote, advocate and/or advance the education of children residing in the Herron Neighborhood and the greater Indianapolis community;
- (b) to promote academic excellence, social development, and civic responsibility;
- (c) to provide educational alternatives for families in the Herron Neighborhood and the greater Indianapolis community;
- (d) to organize and operate a charter school, which shall be named the Herron High School or similar institution for the aforesaid purposes;

- (e) to solicit and raise funds and endowments, and to receive by way of gift, purchase, grant, devise or otherwise any property, real, personal or mixed, and to hold, use, maintain, lease, encumber, sell, convey and otherwise dispose of such property in the furtherance of the purposes of this Corporation;
- (f) to promote, support, and conduct charitable scientific and/or educational activities qualifying under Section 501(c)(3) of the Code;
- (g) to make gifts, grants or donations to other exempt charitable organizations, and to promote and support the charitable, scientific, and educational activities of other exempt charitable organizations; and
- (h) to engage in such pursuits as may be necessary or incidental, or which may aid and assist, in carrying out the Corporation's purposes.

Section 4.2 **Powers.** This Corporation shall have all of the general rights, privileges, immunities, franchises and powers conferred upon corporations created by the Act, but shall be limited to the exercise of only such powers as are: (i) in furtherance of the purposes expressly provided for in Section 4.1 of this Article, (ii) in furtherance of activities permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, and (iii) in furtherance of activities permitted to be carried on by a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), and Section 2522(a)(2) of the Code.

Subject to the limitations and restrictions imposed by law or these Articles of Incorporation, or any amendment hereto or restatement hereof, the Corporation shall have the following general rights, privileges, and powers:

- (a) to sue, be sued, complain, and defend in the Corporation's name;
- (b) to have a corporate seal;
- (c) to make and amend bylaws not inconsistent with the Corporation's Articles of Incorporation, or with the Act;
- (d) to purchase, receive, take by gift, devise or bequest, lease or otherwise acquire, own, hold, improve, use, and otherwise deal with real or personal property, or any legal or equitable interest in property, wheresoever located;
- (e) to sell, convey, mortgage, pledge, lease, exchange, and otherwise dispose of all or any part of the Corporation's property;
- (f) to purchase, receive, subscribe for or otherwise acquire, own, hold, vote, use, sell, mortgage, lend, pledge or otherwise dispose of and deal in and with shares or other interests in or obligations of any entity;

- (g) to make contracts and guaranties, incur liabilities, borrow money, issue notes, bonds and other obligations, and secure any of the Corporation's obligations by mortgage or pledge of any of the Corporation's property, franchises or income;
- (h) to lend money, invest and reinvest the Corporation's funds, and receive and hold real and personal property as security for repayment, except as provided under IC 23-17-13-3;
- (i) to be a promoter, a partner, a member, an associate or a manager of any partnership, joint venture, trust, or other entity;
- (j) to conduct the Corporation's activities, locate offices, and exercise the powers granted by the Act inside or outside Indiana;
- (k) to elect directors, elect and appoint officers, and appoint employees and agents of the Corporation, and define and fix the compensation of directors, officers, employees, and agents of the Corporation;
- (l) to pay pensions and establish pension plans, pension trusts, and other benefit and incentive plans for the Corporation's current or former directors, officers, employees, and agents;
- (m) to make donations not inconsistent with law for the public welfare or for charitable, religious, scientific or educational purposes, and for other purposes that further the Corporation's interest;
- (n) to impose dues, assessments, admission, and transfer fees upon the Corporation's members, if the Corporation has members;
- (o) to establish conditions for admission of members, admit members, and issue memberships, if the Corporation has members;
- (p) to carry on a business;
- (q) to have and exercise the powers of a trustee as permitted by law, including those set forth in IC 30-4-3-3;
- (r) to purchase and maintain insurance on behalf of any individual who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another entity; and
- (s) to do all things necessary or convenient and not inconsistent with law to further the activities and affairs of the Corporation.

ARTICLE V

Registered Agent, Registered Office and Principal Office

Section 5.1 Registered Agent and Registered Office. The name of the Registered Agent is Joanna Taft, and the mailing address of the Registered Office is 1505 N. Delaware Street, Indianapolis, Indiana 46202.

Section 5.2 Principal Office. The street address of the initial principal office of the Corporation is 1505 N. Delaware Street, Indianapolis, Indiana 46202.

ARTICLE VI

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VII

Incorporator

The name and address of the Incorporator of the Corporation is:

<u>Name</u>	<u>Address</u>
Bruce Kleinschmidt, Esq.	Community Development Law Center 1802 North Illinois Street Indianapolis, IN 46202

ARTICLE VIII

Board of Directors

Section 8.1 Authority of the Board. The control and management of the property, affairs, business, and activities of the Corporation shall be vested in the board of directors as provided in the bylaws of the Corporation. The board of directors shall possess and may exercise all the powers and authority granted to the Corporation by the Act, by these Articles of Incorporation or by the bylaws of the Corporation, as now or hereafter in effect.

Section 8.2 Number, Election, and Removal of Directors. The directors of the Corporation shall be appointed, elected, removed, and hold office as specifically provided in the bylaws of the Corporation.

ARTICLE IX
Indemnification of Directors and Officers

Section 9.1 Indemnification. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and agents, including persons formerly occupying any such position, and the heirs, executors and administrators of such persons, against all expenses (including attorney's fees and disbursements), judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any action, suit or proceeding, including an action by or in the right of the Corporation, by reason of the fact that the person is or was a director, officer, employee or agent of this Corporation.

Section 9.2. Indemnification Not Exclusive. The foregoing rights of indemnification shall not be deemed exclusive of any other rights to which such person may be entitled.

Section 9.3. Insurance. The board of directors shall have the power to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, against any liability asserted against or incurred by such persons such capacity or arising out of the person's status as such.

ARTICLE X
Provisions for the Regulation and Conduct
Of the Affairs of the Corporation

Section 10.1 Prohibition of Distribution to Private Persons. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, agents or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth in Article IV hereof.

Section 10.2 Prohibition of Legislative and Political Activity. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 10.3 Prohibition of Activities Not Permitted by Exempt Organizations. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities that are not in furtherance of the primary purposes of the Corporation and that are not permitted to be carried on: (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Code.

Section 10.4 Intention that Corporation Qualify for Exemption from Federal Income, Gift and Estate Taxes. The Corporation intends that the Corporation shall qualify as a tax-exempt organization under Section 501(c)(3) of the Code and that contributions to the

Corporation shall qualify for deductions from Federal income, estate and gift taxes under Section 170(c)(2), Section 2055(a)(2), and Section 2522(a)(2) of the Code, respectively, and all questions applicable to the Corporation shall be resolved accordingly, notwithstanding any provision in these Articles of Incorporation that might be construed as compromising this objective. The powers and discretion of the board of directors or the officers with respect to administration of the Corporation shall not be exercised or exercisable except in a manner consistent with the Corporation's intent as expressed in this Section. To the extent that any other provision of these Articles of Incorporation conflicts with the Corporation's primary intent as expressed in this Section, giving rise to ambiguity, the ambiguity shall be resolved in such manner as to give effect to this Section. Should there be an ambiguity as to whether any provision necessary for qualification of the Corporation as a tax exempt organization or for qualification of contributions to the Corporation for deductions from Federal income, estate and gift tax is included in these Articles of Incorporation, the ambiguity shall be resolved in such manner as to give effect to this Section.

ARTICLE XI **Dissolution and Distribution**

Section 11.1 Dissolution. The Corporation may be voluntarily dissolved only upon the affirmative vote of at least two-thirds (2/3) of the actual number of directors then in office.


Section 11.2 Distribution. In the event of dissolution of the Corporation, (a) any remaining funds received from the department of education shall be returned to the department not more than thirty (30) days after dissolution; and (b) any funds after departmental funds have been returned shall be used for nonprofit educational purposes.

ARTICLE XII **Amendments to Articles of Incorporation and Bylaws**

Section 12.1 Amendment to Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in these Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, however, that such power of amendment requires the affirmative vote of at least two-thirds (2/3) of the actual number of directors then in office. The directors shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deductions under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Code.

Section 12.2 Amendments to Bylaws. The power to make, adopt, alter, amend, modify or repeal the bylaws of the Corporation shall be vested only in the board of directors, as specifically provided in the bylaws.

IN WITNESS WHEREOF, the undersigned officer hereby verifies and affirms that the representations contained herein are true, this 9th, day of January, 2006.


Joanna B. Taft, President

BYLAWS
OF
HERRON HIGH SCHOOL, INC.

ARTICLE I
Name

Section 1.1 **Name.** The name of this corporation shall be Herron High School, Inc. hereinafter referred to as the "Corporation".

ARTICLE II
Offices and Agency

Section 2.1 **Registered Office and Registered Agent.** The Registered Office of the Corporation shall be located in Indianapolis, Indiana, and the Registered Agent of the Corporation shall have a business office identical with such Registered Office. The Corporation's Registered Office and Registered Agent may be changed from time to time by the Board of Directors of the Corporation, upon filing of such notices as may be required by law.

Section 2.2 **Other Offices.** The Corporation may have other offices within or outside the State of Indiana at such place or places as the Board of Directors may from time to time determine.

ARTICLE III
Purposes and Powers of the Corporation

Section 3.1 **Purposes.** This Corporation is organized and shall be operated exclusively for religious, charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). In furtherance thereof, the Corporation's purposes shall include the following:

- to support, promote, advocate and/or advance the education of children residing in the Herron Neighborhood and the greater Indianapolis community;
- to promote academic excellence, social development, and civic responsibility;
- to provide educational alternatives for families in the Herron Neighborhood and the greater Indianapolis community;
- to organize and operate a charter school, which shall be named the Herron High School or similar institution for the aforesaid purposes;
- to solicit and raise funds and endowments, and to receive by way of gift, purchase, grant, devise or otherwise any property, real, personal or mixed, and to hold, use, maintain, lease, encumber, sell, convey and otherwise dispose of such property in the furtherance of the purposes of this Corporation;
- to promote, support, and conduct charitable scientific and/or educational activities qualifying under Section 501 (c)(3) of the Code;
- to make gifts, grants or donations to other exempt charitable organizations, and to promote and support the charitable, scientific, and educational activities of other exempt charitable organizations; and
- to engage in such pursuits as may be necessary or incidental, or which may aid and assist, in carrying out the Corporation's purposes.

Section 3.2 **Powers.** This Corporation shall have all of the general rights, privileges, immunities, franchises and powers conferred upon corporations created by the Indiana Nonprofit Corporation Act of 1991, as amended (hereinafter referred to as the " Act"), but shall be limited to the exercise of only such powers as are: (i) in furtherance of the purposes expressly provided for in Section 3.1 of this Article, (ii) in furtherance of activities permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, and (iii) in furtherance of activities permitted to be carried on by a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), and Section 2522(4)(2) of the Code.

Subject to the limitations and restrictions imposed by law or these Articles of Incorporation, or any amendment hereto or restatement hereof, the Corporation shall have the following general rights, privileges, and powers:

- to sue, be sued, complain, and defend in the Corporation's name;
- to have a corporate seal;
- to make and amend bylaws not inconsistent with the Corporation's Articles of incorporation, or with the Act;
- to purchase, receive, take by gift devise or bequest, lease or otherwise acquire, own, hold, improve, use, and otherwise deal with real or personal property, or any legal or equitable interest in property, wheresoever located;
- to sell, convey, mortgage, pledge, lease, exchange, and otherwise dispose of all or any part of the Corporation's property;

- to purchase, receive, subscribe for or otherwise acquire, own, hold, vote, use, sell, mortgage, lend, pledge or otherwise dispose of and deal in and with shares or other interests in or obligations of any entity;
- to make contracts and guaranties, incur liabilities, borrow money, issue notes, bonds and other obligations, and secure any of the Corporation's obligations by mortgage or pledge of any of the Corporation's property, franchises or income;
- to lend money, invest and reinvest the Corporation's funds, and receive and hold real and personal property as security for repayment, except as provided under IC 23-17-13-3;
- to be a promoter, a partner, a member, an associate or a manager of any partnership, joint venture, trust, or other entity;
- to conduct the Corporation's activities, locate offices, and exercise the powers anted by the Act inside or outside Indiana;
- to elect directors, elect and appoint officers, and appoint employees and agents of the Corporation, and define and fix the compensation of directors, officers, employees, and agents of the Corporation;
- to pay pensions and establish pension plans, pension trusts, and other benefit and incentive plans for the Corporation's current or former directors, officers, employees, and agents;
- to make donations not inconsistent with law for the public welfare or for charitable, religious, scientific or educational purposes, and for other purposes that further the Corporation's interest;
- to impose dues, assessments, admission, and transfer fees upon the Corporation's members, if the Corporation has members;
- to establish conditions for admission of members, admit members, and issue memberships, if the Corporation has members;
- to carry on a business;
- to have and exercise the powers of a trustee as permitted by law, including those set forth in IC 30-4-3-3;
- to purchase and maintain insurance on behalf of any individual who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another entity; and
- to do all things necessary or convenient and not inconsistent with law to further the activities and affairs of the Corporation.

ARTICLE IV **Membership**

The Corporation shall not have members.

ARTICLE V **Board of Directors**

Section 5.1 General Powers. The control and management of the business and affairs of the Corporation shall be vested in its Board of Directors.

Section 5.2 Number, Tenure, and Limitation station on Serving. The number of directors shall be neither fewer than three (3) nor more than twenty-one (21), and include at least one (1) parent of a child enrolled in the School.

Directors of the Corporation shall be elected by a majority vote of the Board of Directors to serve an initial term of three (3) years. Each Director shall be eligible for re-election to a second term of three (3) years. Thereafter, each Director may be re-elected for additional one (1) year terms. The Board of Directors shall have the right to increase or decrease, within the limits prescribed by these Bylaws, the number of Directors by a majority vote of the Directors present at a properly called meeting of the Board of Directors. Failure of a Director to attend three (3) consecutive meetings may, at the sole discretion of a majority of the board of Directors, be considered a voluntary resignation from the Board.

Section 5.3 Nominations. At least ninety (90) days prior to the annual meeting, a special Nominating Committee shall be created which shall evaluate the qualifications of prospective nominees to the Board of Directors, and present its recommendations and slate of nominees to the Board of Directors for action at the annual meeting.

Section 5.4 Annual and Regular Meetings. The annual meeting of the Board of Directors shall be held in the month of February each year for the purpose of electing Directors and Officers, and for the transaction of such other business as may come before the Directors. The Board of Directors may provide by resolution the day, hour, and place, either within or without the State of Indiana, for the holding of regular meetings of the Board without notice other than such resolution.

Section 5.5 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two (2) Directors. The person or persons authorized to call special meetings of the Board of Directors may fix the day, hour, and any place, either within or without the State of Indiana, as the time and place for holding any special meeting.

Section 5.6 Notice of Meetings. Written notice stating the day, hour, and place of any meeting of the Board of Directors (except regular meetings), and in the case of special meetings, the purpose for which the meeting is called, shall be delivered, either personally, or by facsimile or electronic transmission, or first class mail, to each Director entitled to vote at such meeting not less than ten (10) days prior to the date of such meeting. If mailed, the notice shall be deemed to be given when deposited in the United States mail addressed to the Director at his/her address as it appears in the records of the Corporation. Any Director may waive notice of any meeting in writing. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened, and the Director does not thereafter participate in the meeting. Except as otherwise specified in these Bylaws, the notice need not specify the business to be transacted at, or the purpose of, any meeting.

Section 5.7 Quorum and Attendance. A majority of the number of Directors entitled to vote, as fixed by these Bylaws, shall constitute a quorum for the transaction of business at any meeting of the Directors. However, when vacancies occur on the Board of Directors, a majority of the existing Directors holding office shall constitute a quorum. Attendance shall be either in person or by electronic communication.

A member of the Board who is not physically present at a meeting may participate in a meeting by electronic communication only if the following conditions are satisfied:

- The electronic communication permits simultaneous communication among:
 - the Board member participating by electronic communication;
 - all other members of the Board who are participating in the meeting;
 - the members of the public physically present at the place where the meeting is conducted, and;
 - any member of the public physically present at the place where a Board member is participating by electronic communication.
- A majority of Board members must be physically present at the place where the meeting is conducted.
- All votes taken by the Board during the meeting must be taken by voice or roll call vote.
- Any Board member who must participate by electronic communication should notify the staff board liaison or a designee by no later than 24 hours in advance of the date of the meeting.

Section 5.8 Proxies Prohibited. A Director may not vote by proxy.

Section 5.9 Manner of Acting. The act of a majority of the Directors entitled to vote at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the Articles of Incorporation, these Bylaws or the Act.

Section 5.10 Informal Action by Directors. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting if, prior to such action, a written consent to such action is signed by all members of the Board of Directors or of such committee as the case may be, and such written consent is filed with the minutes of proceedings of the Board or committee.

Section 5.11 Power to Elect and Appoint Officers. At its annual meeting the Board of Directors shall elect a President, a Vice President, a Secretary, and a Treasurer. The Board shall have the power to appoint such other Officers and agents as the Board may deem necessary for transaction of the business of the Corporation.

Section 5.12 Delegation of Powers. For any reason deemed sufficient by the Board of Directors, whether occasioned by absence or otherwise, the Board may delegate all or any of the powers and duties of any Officer to any other Officer, Director or agent, but no Officer or Director shall execute, acknowledge or verify any instrument in more than one capacity.

Section 5.13 Conflict of Interest. The members of the Board of Directors shall have an obligation to disclose any conflict of interest with respect to the Corporation's activities. Each member of the Board of Directors will be required to sign an annual disclosure on conflicts of interest recommended by the School's legal and audit counsel. When appropriate, Board members shall be expected to abstain from voting on certain matters when a conflict of interest has been identified in accordance with a conflict of interest policy and procedure duly adopted by the Board of Directors.

Section 5.14 Resignation/Removal of Directors. An elected Director may resign by providing written notification of such resignation to the President, and such resignation shall become effective immediately upon receipt of such notification or at such later date as may be specified in the notification. At any meeting of the Board of Directors, provided proper notice thereof is

given and a quorum is present, any elected Director may be removed, with or without cause, upon a two-thirds (2/3) vote of the Directors in attendance at the meeting.

Section 5.15 Vacancies. Vacancies occurring on the Board of Directors, including vacancies resulting from an increase in the number of Directors, may be filled by the Board of Directors at any meeting of the Board. Any Director elected to fill a vacancy occasioned by the removal, resignation or death of a Director shall hold office until the expiration of the former Director's term of office, or until his/her earlier resignation or death.

Section 5.16 Compensation. Directors shall not receive any stated salaries or compensation for their services, but a reasonable amount may be allowed for reimbursement of expenses incurred in attending to their authorized duties, including but not limited to, their attendance at retreats and seminars. Except as may be limited by the Corporation's Conflict of Interest Policy and Procedure, nothing herein contained shall be construed to prohibit any Director from serving the Corporation in any other capacity and receiving compensation for such services.

ARTICLE VI

Officers

Section 6.1 Officers of the Corporation. The Board of Directors shall elect the Officers of the Corporation, which shall be a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may, at its option, elect additional Officers, assistant Officers and agents of this Corporation, including without limitation, an Assistant Secretary, and an Assistant Treasurer. The Assistant Secretary and Assistant Treasurer shall have such duties as directed by the Secretary and Treasurer or as described in Sections 6.7 and 6.8 below in the absence of the Secretary and Treasurer at meetings of the Board of Directors. Any two (2) or more offices may be held by the same person, except the offices of President and Secretary of the Corporation. If any incumbent Officer is not re-elected at the annual meeting of the Board of Directors, a vacancy in said office shall be deemed to exist.

Section 6.2 Election and Term of Office. The Officers of the Corporation shall be elected by the Directors from among their number at their annual meeting each year. Each elected Officer of the Corporation shall take and hold office from the date of the Officer's election and shall hold office for one (1) year and until his/her successor shall have been duly elected and shall have been qualified, unless earlier removed by the Board of Directors. Officers shall be eligible for re-election.

Section 6.3 Resignation/Removal of Officers. An elected Officer may resign by providing written notification of such resignation to the President, and such resignation shall become effective immediately upon receipt of such notification or at such later date as may be specified in the notification. At any meeting of the Board of Directors, provided proper notice thereof is given and a quorum is present any elected Officer may be removed, with or without cause, upon a majority vote of the Directors in attendance at the meeting.

Section 6.4 Vacancies. Vacancies among elected Officers occurring during the terms thereof shall be filled by the Board of Directors at any meeting of the Board. Any Officer elected to fill a vacancy occasioned by the removal, resignation or death of an Officer shall hold office until the expiration of the former Officer's term of office, or until his/her earlier resignation or death.

Section 6.5 President. The President shall be the chief executive officer of the Corporation and shall preside at all meetings of the Board of Directors. The President shall have such powers and duties as may be assigned by the Board of Directors from time to time, and may delegate day-to-day administrative duties to another Officer or employee of the Corporation.

Section 6.6 Vice President. The Vice President shall perform the duties specified in Section 6.5 of this Article in the absence or disability of the President, and shall have such other powers and duties as the President or Board of Directors may assign from time to time.

Section 6.7 Secretary. The Secretary shall have the general powers and duties vested in the Office of Secretary, including the following: (1) to keep corporate records; (2) to record and maintain minutes of meetings of the Board of Directors; (3) to provide proper notice as required by these Bylaws; (4) to authenticate the records of the Corporation when required; and (5) to perform such other duties and exercise such other powers as the President or the Board of Directors may assign from time to time. The Secretary may delegate day-to-day administrative duties to another Officer or employee of the Corporation.

Section 6.8 Treasurer. The Treasurer shall have the general powers and duties usually vested in the Office of Treasurer, including the following: (1) to care for and deposit monies received in the name of the Corporation in banks or other depositories as directed by the Board; (2) to have charge of the disbursement of monies of the Corporation in accordance with the direction of the Board of Directors or the Executive Committee; (3) to enter or cause to be entered regularly in books a complete and correct account of all monies received and disbursed by the Corporation; (4) to submit a full financial report to the Directors of the Corporation at meetings of the Board of Directors, or as otherwise specifically requested by the Board of Directors; (5) to file annually any and all fiscal reports with fiscal agencies, the Indiana Department of Revenue, and the Internal Revenue Services;

(6) to arrange for the preparation of fiscal year-end audits and financial reports of the Corporation's books and records; (7) to file annual reports with the Secretary of State; and (8) to perform such other duties and exercise such other powers as the Board of Directors may assign from time to time. The Treasurer may delegate day-to-day administrative duties to another Officer or employee of the Corporation.

ARTICLE VII

Committees

Section 7.1 Purpose and Designation. The Corporation shall maintain Committees to serve in an advisory capacity to the Board of Directors regarding those aspects of the business and affairs of the Corporation to which they have been delegated responsibility. The Board of Directors may designate one (1) or more Committees, in addition to those Committees required by these Bylaws, as deemed necessary to properly carry out the activities of the Corporation. The creation of a Committee, appointment of members to the Committee, and appointment of the Chairperson of the Committee must be approved by a majority of the Directors then in office. Such committees shall perform such duties as the Board of Directors may direct, in a manner consistent with these Bylaw's and the Act.

Section 7.2 Limitation of Authority. No Committee shall be authorized to: (1) approve any action that requires the approval of the Directors pursuant to the Act, the Articles of Incorporation or these Bylaws; (2) elect, appoint or remove Officers or Directors or fill vacancies on the Board of Directors or any Committee; (3) adopt, amend or repeal the Corporation's Articles of Incorporation or Bylaws; (4) approve any plan of dissolution, the distribution of assets, or approve any merger, sale, pledge or transfer of all or substantially all of the Corporation's assets; or (5) approve any self-dealing transaction.

Section 7.3 Notice of Committee Meetings. Written notice stating the place, day, and hour of any Committee meeting shall be delivered, either personally, or by facsimile or electronic transmission, or first class mail, to each Committee member entitled to vote at such meeting not less than forty-eight hours (2) days prior to the date of such meeting. If mailed, the notice shall be deemed to be given when deposited in the United States mail addressed to the member at his/her address as it appears in the records of the Corporation. Any member may waive notice of any meeting in writing. The attendance of a member at any meeting shall constitute a waiver of notice of such meeting, except where a member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened, and the member does not thereafter participate in the meeting.

Section 7.4 Quorum and Attendance. One-third (1/3) of the number of members of a Committee entitled to vote shall constitute a quorum for the transaction of business at any Committee meeting. However, when vacancies occur on Committees, a majority of the existing Committee members shall constitute a quorum. Attendance shall be either in person or by telephonic communication whereby the distant member and those members present in person all hear one another and may speak to and be heard on the matters raised at the meeting.

Section 7.5 Manner of Acting. The act of a majority of the members of a Committee entitled to vote at a meeting at which a quorum is present shall be the act of the Committee. Committee members may not vote by proxy.

Section 7.6 Informal Action by Committees. Any action required or permitted to be taken at any Committee meeting may be taken without a meeting if, prior to such action, a written consent to such action is signed by all members of the Committee, and such written consent is filed with the minutes of proceedings of the Board and Committee.

Section 7.7 Resignation/Removal of Committee Members. Any Committee member may resign by providing written notification of such resignation to the Committee Chair, and such resignation shall become effective immediately upon receipt of such notification or at such later date as may be specified in the notification. At any meeting of the Board of Directors, provided proper notice thereof is given and a quorum is present, any Committee member may be removed, with or without cause, upon a two-thirds (2/3) vote of the Directors in attendance at the meeting.

Section 7.8 Vacancies. Vacancies occurring on any Committee may be filled by the Board of Directors at any meeting of the Board. Any Committee member appointed to fill a vacancy occasioned by the removal, resignation or death of a member shall hold office until the expiration of said former member's term of office, or until his/her earlier resignation or death.

Section 7.9 Number and Tenure of Committee Members. Each Committee shall be comprised of at least two (2) Directors and such other persons who may or may not be Directors. The Board of Directors shall appoint the Chairperson of each Committee and each Committee member. The Board members and Chairperson of each Committee shall take office on the day of their appointment and hold office until the next annual meeting of the Board of Directors and until their successors have been appointed, or until their earlier resignation, removal or death, or until the Committee has been dissolved.

Section 7.10 Executive Committee. When the Directors are not in session and prudent management requires prompt action, the Executive Committee, comprised of the Officers of the Corporation, shall have and exercise all of the authority of the Directors

in the management of the Corporation, except as such authority is limited by resolution of the Board of Directors, these Bylaws or the Act, and any such action shall be submitted to the Directors at their next meeting for informational purposes.

Section 7.11 Education and Curriculum Committee. The Education and Curriculum Committee shall have the general responsibility for the following: (1) the development, oversight, and evaluation of the Corporation's academic programs, goals, and objectives; (2) oversight of the community outreach and public relations programs of the Corporation; (3) assisting parents in developing the skills they need to educate their children; and (4) to encourage and ensure parent and community involvement in the Corporation's academic and social activities.

Section 7.12 Finance and Facilities Committee. The Finance and Facilities Committee shall have the general responsibility for the following: (1) review operating and capital budgets of the Corporation and recommend the same to the Directors for approval; (2) consider and issue recommendations relating to the financial affairs of the Corporation, including without limitation, books and accounts of the Corporation, audits, insurance, investments, and the management of endowments and trusts; (3) review the financial feasibility of projects; (4) overseeing the fund raising and constituency building programs of the Corporation; and (5) overseeing the acquisition, development, and maintenance of the Corporation's property, assets, physical plant, and facilities.

ARTICLE VIII **Contracts, Checks, Deposits and Funds**

Section 8.1 Contracts. The Board of Directors may authorize by resolution any Officer or Officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2 Checks and Drafts. All checks, drafts, or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by such Officer or Officers, agent or agents of the Corporation, and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 8.3 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories, and by such persons, as the Board of Directors may determine.

Section 8.4 Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation.

ARTICLE IX **Books and Records**

Section 9.1 Books and Records. The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and Committees having any of the authority of the Board of Directors.

ARTICLE X **Fiscal Year**

Section 10.1 Fiscal Year. The fiscal year of the Corporation shall begin on the 1st day of July and end on the 30th day of June in each year.

ARTICLE XI **Corporate Indemnification**

Section 11.1 Indemnification by the Corporation. To the extent consistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a Director or Officer of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 11.3 of this Article XI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article XI.

Section 11.2. Definitions.

- (a) As used in this Article XI, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
 - By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation; or
 - By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation; or
 - By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article XI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article XI, the term “wholly successful” shall mean:
 - The termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her;
 - Approval by a court, with knowledge of the indemnity provided in this Article XI, of a settlement of any action, suit, or proceeding; or
 - The expiration of a reasonable time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 11.3 Entitlement to Indemnification. Every person claiming indemnification under this Article XI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 11.1 of this Article XI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that is within the possession or control of the Corporation.

Section 11.4 Relationship to Other Rights. The right of indemnification provided in this Article XI shall be in addition to any rights to which any person may otherwise be entitled.

Section 11.5 Extent of Indemnification. Irrespective of the provisions of this Article XI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 11.6 Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 11.7 Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Article XI and insurance protecting the Corporation’s directors, officers, employees, agents, or other persons.

ARTICLE XII

Amendments to Articles of Incorporation and Bylaws

Section 12.1 **Amendments to Articles of Incorporation**. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, however, that such power of amendment requires the affirmative vote of at least two-thirds (2/3) of the actual number of Directors then in office. The Directors shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deductions under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Code.

Section 12.2 **Amendments to Bylaws**. The power to make, adopt, alter, amend, restate or repeal the Bylaws of the Corporation shall be vested only in the Board of Directors, as specifically provided in these Bylaws. The Bylaws of the Corporation may be altered, amended, restated or repealed by the affirmative vote of at least two-thirds (2/3) of the number of Directors then in office at any regular or special meeting of the Board subject to the notice and quorum provisions set forth in these Bylaws.

ARTICLE XIII
Provisions for the Regulation and Conduct
Of the Affairs of the Corporation

Section 13.1 **Prohibition of Distribution to Private Persons**. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its Directors, Officers, agents or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth in Article III hereof.

Section 13.2 **Prohibition of Legislative and Political Activity**. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 13.3 **Prohibition of Activities Not Permitted by Exempt Organizations**. Notwithstanding any other provision of the Articles of Incorporation, the Corporation shall not carry on any other activities that are not in furtherance of the primary purposes of the Corporation and that are not permitted to be carried on: (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Code.

Section 13.4 **Intention that Corporation Qualify for Exemption from Federal Income, Gift and Estate Taxes**. The Corporation intends that the Corporation shall qualify as a tax-exempt organization under Section 501(c)(3) of the Code and that contributions to the Corporation shall qualify for deductions from Federal income, estate and gift taxes under Section 170(c)(2), Section 2055(a)(2), and Section 2522(a)(2) of the Code, respectively, and all questions applicable to the Corporation shall be resolved accordingly, notwithstanding any provision in the Articles of Incorporation that might be construed as compromising this objective. The powers and discretion of the Board of Directors or the Officers with respect to administration of the Corporation shall not be exercised or exercisable except in a manner consistent with the Corporation's intent as expressed in this Section. To the extent that any other provision of the Articles of Incorporation conflicts with the Corporation's primary intent as expressed in this Section, giving rise to ambiguity, the ambiguity shall be resolved in such manner as to give effect to this Section. Should there be an ambiguity as to whether any provision necessary for qualification of the Corporation as a tax exempt organization or for qualification of contributions to the Corporation for deductions from Federal income, estate and gift tax is included in the Articles of Incorporation the ambiguity shall be resolved in such manner as to give effect to this Section.

ARTICLE XIV
Dissolution and Distribution

Section 14.1 **Dissolution**. The Corporation may be voluntarily dissolved only upon the affirmative vote of at least two-thirds (2/3) of the actual number of Directors then in office.

Section 14.2 **Distribution**. In the event of complete liquidation, dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, as the Board of Directors shall determine, to one or more organizations which are organized and operated for nonprofit educational purposes, and which at the time qualify as exempt organizations under Section 501(c)(3) of the Code; provided, however, that any assets received from a governmental agency shall be returned to that agency if required and as prescribed by law. Any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XV
Nondiscrimination

Section 15.1 **Nondiscrimination Policy.** The Corporation does not and shall not discriminate against any student, teacher or employee on the basis of race, color, gender, disability, religion, ancestry, or national or ethnic origin. The Corporation admits students of any race, color, gender, ancestry, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not and shall not discriminate on the basis of race, color, gender, disability, religion, ancestry, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs. The Corporation shall comply with all applicable constitutional provisions and laws prohibiting discrimination, and the Board of Directors or its designee may adopt and implement policies that assist the Corporation in its compliance with this Article XV.

[Secretary's Certification appears on the next page.]

SECRETARY'S CERTIFICATION

This is to certify that the foregoing copy of the Bylaws of Herron High School, Inc. is a true and complete copy thereof adopted and approved by the Board of Directors of the Corporation at a meeting duly held upon proper notice on the 29th day of December , 2004, to be effective for all purposes from and after the 1st day of January, 2005.

Adopted December 29, 2004
Revised October 2008
Revised August 2009
Revised August 2013
Revised December 2014

Herron High School Core Values

HERRON HIGH SCHOOL:

BELIEVES THAT EVERY STUDENT IS A SCHOLAR

Demonstrated by:

- A. Teachers' respect for and engagement with students in the learning process
- B. Teachers' belief in students and what they are capable of achieving
- C. Faculty and staff devotion to helping student growth
- D. Shared belief that students are capable of reflective dialogue, critical reasoning, and engaging in meaningful interactions that promote a life-time of learning

ENGAGES IN AN URBAN COMMUNITY

Demonstrated by:

- A. Promoting the interweaving of family, school, and city and broadening of worldview
- B. The school community identifying its role at Herron High School in the larger urban context
- C. Fostering meaningful connection to local and cultural resources
- D. Valuing of diversity

ADVANCES TIMELESS IDEAS AND CONTENT

Demonstrated by:

- A. Unchanging, timeless, essential issues and ideas that move through all subjects, that transcend cultures and geography, that inform humankind and, in fact, make us human
- B. Embracing a classical curriculum which fosters a love of learning and understanding and the belief that members of the Herron community are accessing and contributing to a rich heritage of ideas
- C. Belief that accountability to state, national, and global standards is helpful in validating the value of the classical approach

BUILDS A CULTURE OF RESPECT AND TRUST THROUGH RELATIONSHIPS WITH PEOPLE AND IDEAS

Demonstrated by:

- A. A community of learners in which trust comes first
- B. An understanding and respect for authority
- C. Teachers sharing with students their love for their subjects and ideas
- D. Students viewed as meaningful contributors, not products to be processed
- E. A high value placed on collaboration
- F. Investment in professional development

SERVES AS A CATALYST FOR RENEWAL

Demonstrated by:

- A. Students, as beneficiaries of high expectations, a classical, liberal-arts curriculum, and caring relationships, mature into informed citizens who are prepared to contribute and succeed
- B. Creation of a new archetype of successful, urban secondary education
- C. Contributing to the vibrancy and livability of urban neighborhoods

Herron High School Extended Observation Evaluation Instrument

Teacher:

Class:

Date:

DOMAIN 1: THE CLASSROOM ENVIRONMENT Components: Creating an Environment of Respect and Rapport • Establishing a Culture for Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space						
ELEMENT	L E V E L O F P E R F O R M A N C E					EVIDENCE
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE	NOT OBSERVED	
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with all students reflect genuine respect and caring for individuals as well as groups of students. Students respond to the interactions by showing consistent and authentic respect for the teacher.		
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when appropriate.		
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and/or only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active content-centered participation, intellectual curiosity, and taking initiative that they value the importance of the content.		

Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	As evidenced by student engagement, instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	As evidenced by student engagement, instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Ideally, students appear to have internalized these expectations.		
Arrangement and Management of Students	Students are distracted by the students around them and are not productively engaged in learning.	Students in only some areas of the room are productively engaged in learning while unsupervised by the teacher.	Seating chart is organized, and most students are productively engaged in learning while unsupervised by the teacher.	Seating chart is well organized and thoughtful. Students are productively engaged at all times with students assuming responsibility for productivity.		

DOMAIN 2: INSTRUCTION

Components: Communicating with Students • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness

ELEMENT	L E V E L O F P E R F O R M A N C E					EVIDENCE
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE	NOT OBSERVED	

Expectations for learning outcomes	Teacher's purpose in a lesson or unit is unclear to students. Teacher communicates little or nothing about the instructional outcomes. Or the instructional outcomes are not standards-based.	Teacher attempts to explain the instructional purpose, with limited success. Teacher communicates standards-based instructional objectives.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher clearly and accurately communicates standards-based instructional outcomes.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Teacher clearly and accurately communicates standards-based instructional outcomes and an instructional rationale for this learning.		
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear and concise to students and anticipate possible student misunderstanding.		
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers when it is appropriate.		
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.		

DOMAIN 2: INSTRUCTION

Herron High School Replication Application

Components: **Communicating with Students • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness**

ELEMENT	L E V E L O F P E R F O R M A N C E					EVIDENCE
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE	NOT OBSERVED	
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. In many cases, students formulate their own high quality questions.		
Critical Thinking and/or Socratic Dialogue	Teacher uses activities/strategies that are at an inappropriate cognitive level, which does not promote conceptual understanding.	Teacher uses activities/strategies at an appropriate cognitive level that do not promote critical thinking. -or- Teacher uses standards-based activities at the inappropriate cognitive level that do not promote conceptual understanding.	Teacher uses challenging standards-based activities at the appropriate cognitive level that promote conceptual understanding.	Teacher uses challenging standards-based activities at the appropriate cognitive level to promote conceptual understanding and meet individual needs. Ideally, students assume the majority of the responsibility for the success of these activities.		
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students may initiate or adapt activities and projects to enhance their understanding.		
Group Work/Grouping of Students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson and mostly productive.	Instructional groups are completely productive and fully appropriate to the students or to the instructional purposes of the lesson. Students may take the initiative to influence the formation or adjustment of instructional groups.		

Instructional Strategies & Content Knowledge	Teacher uses instructional strategies that are ineffective and/or inappropriate to the content. Teacher conveys content inaccuracies that contribute to making the content incomprehensible to the students.	Teacher uses a limited range of instructional strategies that provide varied results, but are appropriate to the content. Teacher conveys some minor inaccuracies that do not contribute to making the content incomprehensible to the students.	Teacher uses instructional strategies that are effective and appropriate to the content. Teacher conveys accurate knowledge; this includes standards based content knowledge.	Teacher routinely uses a broad range of multiple instructional strategies that are highly effective and appropriate to the content. Teacher conveys accurate content knowledge and ideally students are able to demonstrate and use their prior knowledge.		
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DOMAIN 2: INSTRUCTION

Components: **Communicating with Students • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness**

ELEMENT	L E V E L O F P E R F O R M A N C E					EVIDENCE
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE	NOT OBSERVED	
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes but not all students are mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage all students mentally. Students may initiate the choice, adaptation, or creation of materials to enhance their learning.		
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.		

Assessment criteria	Teacher does not communicate assessment criteria to students. Assessment criteria are not aligned with the standards based instructional outcomes.	Teacher communicates to students unclear and/or incomplete assessment criteria that are aligned with the standards based instructional outcomes.	Teacher clearly communicates to students the assessment criteria that are aligned with the standards based instructional outcomes.	Teacher clearly communicates assessment criteria that are aligned with the standards based instructional outcomes and includes the task-specific criteria for various performance levels		
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from all individual students regarding their understanding and monitors the progress of all individual students.		

DOMAIN 2: INSTRUCTION

Herron High School Replication Application

Components: **Communicating with Students • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness**

ELEMENT	L E V E L O F P E R F O R M A N C E					EVIDENCE
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE	NOT OBSERVED	
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. In many cases, students formulate their own high quality questions.		
Critical Thinking and/or Socratic Dialogue	Teacher uses activities/strategies that are at an inappropriate cognitive level, which does not promote conceptual understanding.	Teacher uses activities/strategies at an appropriate cognitive level that do not promote critical thinking. -or- Teacher uses standards-based activities at the inappropriate cognitive level that do not promote conceptual understanding.	Teacher uses challenging standards-based activities at the appropriate cognitive level that promote conceptual understanding.	Teacher uses challenging standards-based activities at the appropriate cognitive level to promote conceptual understanding and meet individual needs. Ideally, students assume the majority of the responsibility for the success of these activities.		
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students may initiate or adapt activities and projects to enhance their understanding.		

Group Work/Grouping of Students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson and mostly productive.	Instructional groups are completely productive and fully appropriate to the students or to the instructional purposes of the lesson. Students may take the initiative to influence the formation or adjustment of instructional groups.		
Instructional Strategies & Content Knowledge	Teacher uses instructional strategies that are ineffective and/or inappropriate to the content. Teacher conveys content inaccuracies that contribute to making the content incomprehensible to the students.	Teacher uses a limited range of instructional strategies that provide varied results, but are appropriate to the content. Teacher conveys some minor inaccuracies that do not contribute to making the content incomprehensible to the students.	Teacher uses instructional strategies that are effective and appropriate to the content. Teacher conveys accurate knowledge; this includes standards based content knowledge.	Teacher routinely uses a broad range of multiple instructional strategies that are highly effective and appropriate to the content. Teacher conveys accurate content knowledge and ideally students are able to demonstrate and use their prior knowledge.		

Domain 2: INSTRUCTION

Components: **Communicating with Students • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness**

ELEMENT	L E V E L O F P E R F O R M A N C E					EVIDENCE
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE	NOT OBSERVED	
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes but not all students are mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage all students mentally. Students may initiate the choice, adaptation, or creation of materials to enhance their learning.		

Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.		
Assessment criteria	Teacher does not communicate assessment criteria to students. Assessment criteria are not aligned with the standards based instructional outcomes.	Teacher communicates to students unclear and/or incomplete assessment criteria that are aligned with the standards based instructional outcomes.	Teacher clearly communicates to students the assessment criteria that are aligned with the standards based instructional outcomes.	Teacher clearly communicates assessment criteria that are aligned with the standards based instructional outcomes and includes the task-specific criteria for various performance levels		
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from all individual students regarding their understanding and monitors the progress of all individual students.		

Herron High School Replication Application

RENEWAL



EFFECTIVE DATE: 07/01/2014

Policy Number: CBP 8957843	Prior Policy: 8957843
Billing Type: AGENCY BILL	
Coverage Is Provided In THE NETHERLANDS INSURANCE COMPANY-A STOCK COMPANY	
Named Insured and Mailing Address: HERRON HIGH SCHOOL INC 110 EAST 16TH STREET INDIANAPOLIS IN 46202	Agent: GREGORY & APPEL INC 1402 N CAPITOL AVE STE 400 INDIANAPOLIS IN 46202-2375 IN
REFER TO NAMED INSURED SCHEDULE	Agent Code: 0001827 Agent Phone: (317)-634-7491

COMMON POLICY DECLARATIONS

In return for the payment of premium, and subject to all the terms of this policy, we agree with you to provide the insurance as stated in this policy.

POLICY PERIOD: From : 07/01/2014 To: 07/01/2015 at 12:01 AM Standard Time at your mailing address shown above.

FORM OF BUSINESS: SCHOOL

BUSINESS DESCRIPTION: SCHOOL

This policy consists of the following coverage parts for which a premium is indicated. This premium may be subject to adjustment.

	PREMIUM
Commercial Property Coverage Part	\$ 13,805.00
Equipment Breakdown Coverage Part	INCLUDED
Commercial Crime Coverage Part	\$ 757.00
Commercial Inland Marine Coverage Part	\$ 648.00
Commercial General Liability Coverage Part	INCLUDED
Employee Benefits Liability Coverage Part	INCLUDED
School Leaders Errors and Omissions Liability Coverage Part	INCLUDED
Sexual Misconduct and Molestation Liability Coverage Part	INCLUDED
Law Enforcement Professional Liability Coverage Part	INCLUDED
Total Premium for all Liability Coverage Parts	\$ 16,126.00
Commercial Auto Coverage Part	\$ 353.00
Terrorism Risk Insurance Act of 2002 and 2005 Coverage	\$ 577.00
Total Policy Premium	\$ 32,266.00

COMMON POLICY DECLARATIONS (continued)

17-57 (06/94)

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07/01/2014 8957843 NIRSTSID 0307 PGDM060D J01239 ICAOPPN 00001048 Page 23

FORMS AND ENDORSEMENTS

Forms and Endorsements made a part of this policy at time of issue:

Applicable Forms and Endorsements are omitted if shown in specific Coverage Part/Coverage Form Declarations

Form Number	Description
17-477	- 0208 AMENDMENT OF DEFINITION OF POLLUTANTS
IL0003	- 0907 CALCULATION OF PREMIUM
IL0017	- 1136 COMMON POLICY CONDITIONS
IL0021	- 0702 NUCLEAR ENERGY LIABILITY EXCLUSION ENDORSEMENT
IL0117	- 1210 INDIANA CHANGES - WORKERS COMPENSATION EXCLUSION
IL0156	- 0907 IN CHANGES - CONCEALMENT, MISREPRESENTATION OR FRAUD
IL0158	- 0436 INDIANA CHANGES
IL0272	- 0907 INDIANA CHANGES - CANCELLATION AND NONRENEWAL
CR1065	- 0536 EXCLUDE LOSS FROM CERTAIN COMPUTER ERRORS
IL0186	- 0736 INDIANA CHANGES - RIGHTS OF RECOVERY
IL0935	- 0702 EXCLUSION OF CERTAIN COMPUTER-RELATED LOSSES
IL0952	- 0108 CAP ON LOSSES FROM CERTIFIED ACTS OF TERRORISM
IL0996	- 0107 CONDITIONAL EXCLUSION OF TERRORISM
17-169	- 0399 EXCL YR 2000 COMPUTER-RELATED/ELECTRONIC PROBLEMS
17-357	- 0108 CAP ON LOSSES FROM CERTIFIED ACTS OF TERRORISM
17-363	- 0108 EXCLUSION OF PUNITIVE DAMAGES
17-366	- 1202 WAR LIABILITY EXCLUSION
17-501	- 0712 CONDITIONAL EXCLUSION OF TERRORISM
CG2170	- 0108 CAP ON LOSSES FROM CERTIFIED ACTS OF TERRORISM
CG2176	- 0108 EXCL OF PUNITIVE DAMAGES RELATED TO CERTIFIED ACT
CG2188	- 0107 CONDITIONAL EXCLUSION OF TERRORISM
IL0158	- 0300 INDIANA CHANGES
17-58	- 0634 NAMED INSURED SCHEDULE

Forming a part of

Policy Number: CBP 8957843	
Coverage is Provided In: THE NETHERLANDS INSURANCE COMPANY-A STOCK COMPANY	
Named Insured: HERRON HIGH SCHOOL INC	Agent: GREGORY & APPEL INC
REFER TO NAMED INSURED SCHEDULE	Agent Code: 0001827 Agent Phone: (317)-634-7491

COMMON POLICY DECLARATIONS (continued)

Countersigned: By _____
Authorized Representative _____
Date _____

THESE DECLARATIONS TOGETHER WITH THE COMMON POLICY CONDITIONS, COVERAGE PART DECLARATIONS, COVERAGE PART COVERAGE FORM(S) AND FORMS AND ENDORSEMENTS, IF ANY, ISSUED TO FORM A PART THEREOF, COMPLETE THE ABOVE NUMBERED POLICY.



ace usa

LIABILITY COVERAGES DECLARATIONS ACE AMERICAN INSURANCE COMPANY

NAMED INSURED:	Herron High School
and address:	110 E 16th St Indianapolis, IN 46202
POLICY NUMBER:	PHFD37535035 003
POLICY PERIOD:	07/01/2014 to 07/01/2015 at 12:01 Standard Time at the address shown above

COVERAGES **LIMITS OF INSURANCE**
(Insurance applies only to those coverages for which a Limit of Insurance is shown)

COMMERCIAL GENERAL LIABILITY COVERAGE FORM	
\$1,000,000	Each Occurrence
\$2,000,000	General Aggregate
\$2,000,000	Products-Completed Operations Aggregate
\$1,000,000	Personal and Advertising Injury Limit (any one person or organization)
\$1,000,000	Damage To Premises Rented to You Limit (any one premises)
\$25,000	Medical Expenses Limit (any one person)
EMPLOYEE BENEFITS LIABILITY COVERAGE FORM	
\$1,000,000	Each Claim
\$1,000,000	Annual Aggregate Limit
CONTINGENT AUTO LIABILITY COVERAGE FORM	
\$1,000,000	Each Accident

☐

PREMIUM AUDIT APPLIES.

☒PREMIUM AUDIT DOES NOT APPLY.

ace usa

Named Insured: Herron High School

Policy Number: PHFD37535035 003

Declarations Effective: 07/01/2014

Company Name: ACE AMERICAN INSURANCE COMPANY

EMPLOYERS RESPONSIBILITY COVERAGES DECLARATIONS

I. BENEFITS FOR VOLUNTARY COMPENSATION

North Americans : State of Hire
 Third Country Nationals : NOT COVERED
 Local Nationals : NOT COVERED

II. EXECUTIVE ASSISTANCE* SERVICES

\$1,000,000 policy limit for Medical Assistance Services

III. EMPLOYERS LIABILITY

Bodily Injury by Accident	\$1,000,000	each accident
Bodily Injury by Disease		
Including by "endemic disease"	\$1,000,000	each employee
Bodily Injury by Disease		
Including by "endemic disease"	\$1,000,000	policy limit

In jurisdictions where we may be prevented by law or otherwise from paying on your behalf or defending you, we will:

1. indemnify you for those sums you become legally obligated to pay as damages to which this insurance applies; and
2. pay the cost of your defense and aid and manage such defense.

Coverage Territory for Employers Responsibility Coverages

This insurance applies

1. to claims you make for "voluntary compensation" and repatriation for employees of your workplaces included below;
2. to claims or suits for damages for employers liability brought against you by employees of your workplaces included below;
3. to assistance rendered to employees of your workplaces included below, when travelling 100 miles or more from home, and to "expatriate employees" without limitation of travel distance:

ANYWHERE IN THE WORLD but excluding:

1. and Canada;
2. any country or jurisdiction which is the subject of trade or economic sanctions imposed by the laws or regulations of the United States of America.

ACCIDENTAL DEATH AND DISMEMBERMENT AND MEDICAL EXPENSE DECLARATIONS

ACE AMERICAN INSURANCE COMPANY

NAMED INSURED: Herron High School
POLICY NUMBER: PHFD37535035 003EFFECTIVE DATE: 07/01/2014

Insurance applies only to those coverages for which a Principal Sum is shown.

Regardless of the number of accidents, occurrences, covered persons, or claims, the company shall not be liable for any amount in excess of the applicable aggregate limit of liability set out below. If, in the absence of this provision, the company would pay more than the amount of such aggregate limit for a particular coverage, then the benefits payable to each covered person with a valid claim for such coverage will be reduced proportionately, so that the total amount the company will pay for such coverage is no greater than the applicable aggregate limit.

Accidental Death and Dismemberment and Medical Coverage (Non-Occupational):

Coverage A: Accidental Death and Dismemberment

Principal Sum: \$100,000 Spouse: Not Covered Child: Not Covered

Coverage B: Medical Expense

Principal Sum: \$10,000 Spouse: Not Covered Child: Not Covered

Aggregate Limit of Liability: \$1,500,000

Accidental Death and Dismemberment and Medical Coverages Including Occupational Injury:

Coverage A: Accidental Death and Dismemberment

Principal Sum: Not Covered Spouse: Child:

Coverage B: Medical Expense

Principal Sum: Not Covered Spouse: Child:

Aggregate Limit of Liability: Not Covered



Accident Fund®
INDIAN COMPANY OF AMERICA
PO BOX 80760
LANSING, MI 48201-7600

Workers Compensation and Employers Liability Insurance Policy

Policy Number	Policy Period From	To
WCY 6094298	10/01/2014	10/01/2015 (2015 A.M. Renewal Date at the discretion of Insurer)

Transcription	
INFORMATION PAGE GENERAL OF POLICY WCY 6094298	
Named Insured and Address	Agent
HERRON HIGH SCHOOL, INC 310 E 14TH ST INDIANAPOLIS IN 46203	DEBBERT & APPEL INSURANCE 1402 N CAPITOL AVE STE 400 INDIANAPOLIS IN 46203
	Telephone: 317-634-7491 0000014
Other Workplaces Not Shown Above: Extended Named Insured:	See schedule attached Absence of an entry means no exception
Interstate ID: Insured In: NON-PROFIT CORP Bureau/Risk ID: 611217982 Unemployment ID Number:	Interstate ID: FED ID: 00000941 NCCI ID: 19988

ITEM 2. POLICY PERIOD is from 12:01 A.M., 10/01/2014 to 12:01 A.M., 10/01/2015 Standard Time at the Insured's mailing address.

ITEM 3. COVERAGE

A. Workers Compensation Insurance: Part One of the policy applies to the Workers Compensation Law of the states listed here: IN

B. Employers Liability Insurance: Part TWO of the policy applies to work in each state listed in Item 3A. The limits of our liability under Part TWO are:

Bodily Injury by Accident	\$	500,000	each accident
Bodily Injury by Disease	\$	500,000	policy limit
Bodily Injury by Disease	\$	500,000	each employee

C. Other States Insurance: Part Three of the policy applies to the states, if any, listed here: All states and U.S. territories except monopolistic states, Puerto Rico, the U.S. Virgin Islands, and states designated in Item 3. A. of the Information Page.

D. This policy includes these endorsements and schedules:

00000000 (9/10)	WC00000000 (7/11)	WC000014 (1/14)	WC000010 (4/84)
WC000400 (4/84)	WC000414 (7/80)	WC000419 (1/01)	WC0004210 (9/08)
WC000422A (9/08)			

ITEM 4. PREMIUM

The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates, and Rating Plans. All information required below is subject to verification and change by audit.

CLASSIFICATIONS

SEE SCHEDULE OF CLASSIFICATIONS ON FOLLOWING PAGE(S)

Minimum Premium (\$100)	Deposit Premium (\$5,000)	Total Estimated Annual Premium (\$5,000)	Premium Adjustment Period: Annual - Reporting

DUPLICATED COPY



Workers Compensation and Employers Liability Insurance Policy

Policy Number	Policy Period From	To
WCY 6094288	10/01/2014	10/01/2015
(2011 A.M. standard time or the specified location)		

Transaction	
INFORMATION PAGE FEDERAL OF POLICY WCY 6094288	
Named Insured and Address	Agent
HERRON HIGH SCHOOL INC 110 E 16TH ST INDIANAPOLIS IN 46202	CHERRY & APPLE INSURANCE 1402 N CAPITOL AVE STE 400 INDIANAPOLIS IN 46202
	Telephone: 317-634-7481 0000014

SCHEDULE OF CLASSIFICATIONS:

CLASSIFICATIONS	CODE NO	PREMIUM ESTIMATED REINTEGRATION	RATE PER \$100	ESTIMATED ANNUAL PREMIUM
STATE: <u>Indiana</u>				
SCHOOL SUPERVISORIAL EMPLOYEES & CLASSICAL	8668	\$, 280, 197	0.33000	10, 734
SCHOOL ALL OTHER EMPLOYEES	8101	\$, 640	0.75000	320
Subtotal State Premium				\$ 11, 048
EXCESS COSTANT	0900			250
ON BOARD TRAVEL FUND-BUSINESS	0935	\$, 500	1.00000	50
GENERAL OBJECT	8722	7, 828	0.97000	238
TRAVELER	8740	\$, 288, 838	0.00000	326
CATASTROPHES	8741	\$, 288, 838	0.00000	326
OVER LIMITS OF EMPLOYERS LIA	8807	11, 048	0.00000	88
SCHEDULE OBJECT	8887	\$, 822	0.80000	1, 662
EXPERIENCE MODIFICATION	8888	11, 538	0.88000	1, 325
Total State Premium				\$ 8, 648
Total Estimated Premium				\$ 8, 648



POLICY NO:1050822281

Travelers Casualty and Surety Company of America
Hartford, Connecticut
(A Stock Insurance Company, herein called the Company)

THE THIRD PARTY LIABILITY INSURING AGREEMENTS ARE WRITTEN ON A CLAIMS-MADE BASIS. THE THIRD PARTY LIABILITY INSURING AGREEMENTS COVER ONLY CLAIMS FIRST MADE AGAINST INSUREDS DURING THE POLICY PERIOD. THE LIMIT OF LIABILITY AVAILABLE TO PAY SETTLEMENTS OR JUDGMENTS WILL BE REDUCED BY DEFENSE EXPENSES, AND DEFENSE EXPENSES WILL BE APPLIED AGAINST THE RETENTION. THE COMPANY HAS NO DUTY TO DEFEND ANY CLAIM UNLESS DUTY-TO-DEFEND COVERAGE HAS BEEN SPECIFICALLY PROVIDED HEREIN.

ITEM 1	NAMED INSURED: HERRON HIGH SCHOOL, INC. D/O/A: Principal Address: 110 EAST 16TH STREET INDIANAPOLIS, IN 46202
ITEM 2	POLICY PERIOD: Inception Date: July 01, 2014 Expiration Date: July 01, 2015 (2:01 A.M. standard time both dates at the Principal Address stated in ITEM 1.
ITEM 3	ALL NOTICES OF CLAIM OR LOSS MUST BE SENT TO THE COMPANY BY EMAIL, FACSIMILE, OR MAIL AS SET FORTH BELOW: Email:cbfpclaims@travelers.com FAX:(800) 460-6622 Mail:Travelers Bond & Financial Products Claims 305 Washington St. - Mail Code 8275-4800P St Paul, MN 55102
ITEM 4	COVERAGE INCLUDED AS OF THE INCEPTION DATE IN ITEM 2: <u>Third Party Liability Insuring Agreements</u> <input checked="" type="checkbox"/> Network and Information Security Liability <input type="checkbox"/> Communications and Media Liability <input checked="" type="checkbox"/> Regulatory Defense Expenses <u>First Party Insuring Agreements</u> <input checked="" type="checkbox"/> Crisis Management Event Expenses

	<input checked="" type="checkbox"/> Security Breach Remediation and Notification Expenses <input checked="" type="checkbox"/> Computer Program and Electronic Data Restoration Expenses <input checked="" type="checkbox"/> Computer Fraud <input checked="" type="checkbox"/> Funds Transfer Fraud <input checked="" type="checkbox"/> E-Commerce Extortion <input checked="" type="checkbox"/> Business Interruption and Additional Expenses Only the Insurance Agreements marked with " <input checked="" type="checkbox"/> " is included in this policy.																																							
ITEM 6	<p align="center">Third Party Liability Insuring Agreements</p> <table border="1"> <tr> <td>A. Network and Information Security Limit of Liability</td><td>\$1,000,000</td><td>for each Claim</td></tr> <tr> <td>B. Communications and Media Limit of Liability</td><td>Not Covered</td><td>for each Claim</td></tr> <tr> <td>C. Regulatory Defense Expenses Limit of Liability</td><td>\$500,000</td><td>for each Regulatory Claim</td></tr> <tr> <td>Retention:</td><td>\$5,000</td><td>for each Claim under Insuring Agreement A. for each Claim under Insuring Agreement B. for each Regulatory Claim under Insuring Agreement C.</td></tr> <tr> <td></td><td>\$5,000</td><td></td></tr> </table> <p align="center">First Party Insuring Agreements</p> <table border="1"> <thead> <tr> <th></th><th>Limit of Insurance</th><th>Retention</th></tr> </thead> <tbody> <tr> <td>D. Crisis Management Event Expenses</td><td>\$250,000 for each Single First Party Insured Event</td><td>\$5,000 for each Single First Party Insured Event</td></tr> <tr> <td>E. Security Breach Remediation and Notification Expenses</td><td>\$250,000 for each Single First Party Insured Event</td><td>\$5,000 for each Single First Party Insured Event</td></tr> <tr> <td>F. Computer Program and Electronic Data Restoration Expenses</td><td>\$250,000 for each Single First Party Insured Event</td><td>\$5,000 for each Single First Party Insured Event</td></tr> <tr> <td>G. Computer Fraud</td><td>\$250,000 for each Single First Party Insured Event</td><td>\$5,000 for each Single First Party Insured Event</td></tr> <tr> <td>H. Funds Transfer Fraud</td><td>\$250,000 for each Single First Party Insured Event</td><td>\$5,000 for each Single First Party Insured Event</td></tr> <tr> <td>I. E-Commerce Extortion</td><td>\$250,000 for each Single First Party Insured Event</td><td>\$5,000 for each Single First Party Insured Event</td></tr> <tr> <td>J. Business Interruption and Additional Expenses</td><td>\$250,000 for each Single First Party Insured Event</td><td></td></tr> </tbody> </table> <p>If "Not Covered" is inserted opposite any specified Insuring Agreement above, or if no amount is included in the Limit of Insurance, such Insuring Agreement and any other reference thereto is deemed to be deleted from this CyberRisk Policy.</p> <p>CyberRisk Policy Aggregate Limit: \$1,000,000</p>	A. Network and Information Security Limit of Liability	\$1,000,000	for each Claim	B. Communications and Media Limit of Liability	Not Covered	for each Claim	C. Regulatory Defense Expenses Limit of Liability	\$500,000	for each Regulatory Claim	Retention:	\$5,000	for each Claim under Insuring Agreement A. for each Claim under Insuring Agreement B. for each Regulatory Claim under Insuring Agreement C.		\$5,000			Limit of Insurance	Retention	D. Crisis Management Event Expenses	\$250,000 for each Single First Party Insured Event	\$5,000 for each Single First Party Insured Event	E. Security Breach Remediation and Notification Expenses	\$250,000 for each Single First Party Insured Event	\$5,000 for each Single First Party Insured Event	F. Computer Program and Electronic Data Restoration Expenses	\$250,000 for each Single First Party Insured Event	\$5,000 for each Single First Party Insured Event	G. Computer Fraud	\$250,000 for each Single First Party Insured Event	\$5,000 for each Single First Party Insured Event	H. Funds Transfer Fraud	\$250,000 for each Single First Party Insured Event	\$5,000 for each Single First Party Insured Event	I. E-Commerce Extortion	\$250,000 for each Single First Party Insured Event	\$5,000 for each Single First Party Insured Event	J. Business Interruption and Additional Expenses	\$250,000 for each Single First Party Insured Event	
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	<p>The CyberRisk Policy Aggregate Limit for each Policy Period is applicable to all Insuring Agreements.</p> <p>Prior and Pending Proceeding Date: July 01, 2013</p> <p>Retroactive Date: July 01, 2013</p> <p>Continuity Date: July 01, 2013</p> <p>Waiting Period (hours): With respect to Insuring Agreement J-24</p>				
ITEM 6	<p>PREMIUM FOR THE POLICY PERIOD:</p> <table border="1"> <tr> <td>\$2,500.00</td><td>Policy Premium</td></tr> <tr> <td>N/A</td><td>Annual Installment Premium</td></tr> </table>	\$2,500.00	Policy Premium	N/A	Annual Installment Premium
\$2,500.00	Policy Premium				
N/A	Annual Installment Premium				
ITEM 7	<p>TYPE OF CLAIM DEFENSE:</p> <p><input type="checkbox"/> Reimbursement</p> <p><input checked="" type="checkbox"/> Duty-to-Defend</p> <p>Only the type of CLAIM DEFENSE marked " <input checked="" type="checkbox"/> " is included in this policy.</p>				
ITEM 8	<p>EXTENDED REPORTING PERIOD:</p> <table border="1"> <tr> <td>Additional Premium Percentage:</td><td>75 %</td></tr> <tr> <td>Additional Months:</td><td>12</td></tr> </table> <p>(If exercised in accordance with section IV, CONDITIONS APPLICABLE TO ALL INSURING AGREEMENTS, T. 2: Extended Reporting Period)</p>	Additional Premium Percentage:	75 %	Additional Months:	12
Additional Premium Percentage:	75 %				
Additional Months:	12				
ITEM 9	<p>RUN-OFF EXTENDED REPORTING PERIOD:</p> <table border="1"> <tr> <td>Additional Premium Percentage:</td><td>250 %</td></tr> <tr> <td>Additional Months:</td><td>36</td></tr> </table> <p>(If exercised in accordance with section IV, CONDITIONS APPLICABLE TO ALL INSURING AGREEMENTS, 5. CHANGE OF CONTROL)</p>	Additional Premium Percentage:	250 %	Additional Months:	36
Additional Premium Percentage:	250 %				
Additional Months:	36				
ITEM 10	<p>FORMS AND ENDORSEMENTS ATTACHED AT ISSUANCE:</p> <p>CYB-0001-0710; CYB-7000-0710; CYB-7000-0710; CYB-19001-0112; CYB-19004-0313; ACP-7000-0811</p>				

THE DECLARATIONS, THE APPLICATION, THE CYBERRISK POLICY, AND ANY ENDORSEMENTS ATTACHED THERETO, CONSTITUTE THE ENTIRE AGREEMENT BETWEEN THE COMPANY, THE ENTITY NAMED IN ITEM 1 OF THE DECLARATIONS, AND ANY INSURED.

RENEWAL



EFFECTIVE DATE: 07/01/2014	
Policy Number: CU 0954444	Prior Policy: 0954444
Billing Type: AGENCY BILL	
Coverage Is Provided In: INDIANA INSURANCE COMPANY	
Named Insured and Mailing Address: HERRON HIGH SCHOOL INC JULI WOODRUM 110 EAST 16TH STREET INDIANAPOLIS IN 46202	Agent: GREGORY & APPEL INC 1402 N CAPITOL AVE STE 400 INDIANAPOLIS IN 46202-2375 IN Agent Code: 0001027 Agent Phone: (317)-634-7491

COMMON POLICY DECLARATIONS

In return for the payment of premium, and subject to all the terms of this policy, we agree with you to provide the insurance as stated in this policy.

POLICY PERIOD: From: 07/01/2014 To: 07/01/2015 at 12:01 AM Standard Time at your mailing address shown above.

FORM OF BUSINESS: SCHOOL

BUSINESS DESCRIPTION: SCHOOL

This policy consists of the following coverage parts for which a premium is indicated. This premium may be subject to adjustment.

	PREMIUM
Commercial Umbrella Liability Coverage Part	\$ 3,295.00
Terrorism Risk Insurance Act of 2002 and 2005 Coverage	\$ 99.00
Total Policy Premium	\$ 3,395.00

FORMS AND ENDORSEMENTS

Forms and Endorsements made a part of this policy at time of issue:

Applicable Forms and Endorsements are listed if shown in specific Coverage Part/Coverage Form Declarations

Form Number	Description
14-366	- 1210 INDIANA CHANGES - WORKERS COMPENSATION EXCLUSION
17-477	- 0255 AMENDMENT OF DEFINITION OF POLLUTANTS
IL0617	- 1195 COMMON POLICY CONDITIONS

COMMON POLICY DECLARATIONS (continued)

RENEWAL



EFFECTIVE DATE: 07/01/2014	
Policy Number: CU 0954444	Prior Policy: 0954444
Billing Type: AGENCY BILL	
Coverage Is Provided In: INDIANA INSURANCE COMPANY	
Named Insured and Mailing Address: HERRON HIGH SCHOOL INC JULI WOODRUM 110 EAST 16TH STREET INDIANAPOLIS IN 46202	Agent: GREGORY & APPEL INC 1402 N CAPITOL AVE STE 400 INDIANAPOLIS IN 46202-2375 IN Agent Code: 0001027 Agent Phone: (317)-634-7491

COMMERCIAL UMBRELLA LIABILITY COVERAGE PART DECLARATIONS

LIMITS OF INSURANCE		
Each Occurrence Limit	\$ 5,000,000	Any One Occurrence or Offense Subject To The General Aggregate and Products/Completed Operations Aggregate Limits
Aggregate Limits	\$ 5,000,000	General Aggregate Limit
	\$ 5,000,000	Products/Completed Operations Aggregate Limit

SELF INSURED RETENTION

Self Insured Retention	\$ 10,000	Any One Occurrence Or Offense
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UNDERLYING INSURANCE - Refer to Schedule of Underlying Insurance

PREMIUM	Total Premium	\$	3,295
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FORMS AND ENDORSEMENTS

Forms and Endorsements made a part of this policy:

Form Number	Description
14-106	- 0206 INDIANA CHANGES
14-110	- 0204 SCHOOL AMENDATORY ENDORSEMENT
14-140	- 1202 SCHEDULE OF UNDERLYING INSURANCE
14-149	- 1010 SCHOOL LEADERS ERRORS AND OMISSIONS FOLLOW FORM
14-155	- 0204 QUICK REFERENCE COMMERCIAL UMBRELLA LIABILITY PART
14-161	- 0204 SEXUAL MISCONDUCT & MOLESTATION LIABILITY
14-163	- 0204 EXCLUSION-YEAR 2000 COMPUTER-RELATED
14-174	- 0204 LAW ENFORCEMENT PROFESSIONAL LIABILITY-FOLLOW FORM
14-190	- 0204 EXCLUSION - FUNGI OR BACTERIA
14-200	- 0100 CAP ON LOSSES FROM CERTIFIED ACTS OF TERRORISM
14-206	- 0100 EXCLUSION OF PUNITIVE DAMAGES OF CERT ACTS OF TERRORISM
14-210	- 0204 COMMERCIAL UMBRELLA LIABILITY COVERAGE FORM
14-242	- 0204 NUCLEAR ENERGY LIABILITY EXCLUSION
14-249	- 0204 EXCLUSION - SILICA
14-257	- 0509 EXCL-RECORDING & DISTRIBUTION OF MATERIAL VIOLATION
14-267	- 0107 NON-CUMULATION OF LIABILITY (SAME OCCURRENCE)
14-389	- 0107 CONDITIONAL EXCLUSION OF TERRORISM

COMMERCIAL UMBRELLA LIABILITY COVERAGE PART DECLARATIONS (continued)		
UNDERLYING INSURANCE – Refer to Schedule of Underlying Insurance		
PREMIUM		
FORMS AND ENDORSEMENTS		
Forms and Endorsements made a part of this policy:		
Form Number	Description	
14-374	- 1112	EXCLUSION-TRAMPOLINES
14-60	- 0004	AUTO LIABILITY - FOLLOW FORM
14-60	- 0004	EMPLOYEE BENEFITS LIABILITY - FOLLOW FORM
14-62	- 0004	EMPLOYERS LIABILITY - FOLLOW FORM
17-477	- 0006	AMENDMENT OF DEFINITION OF POLLUTANTS

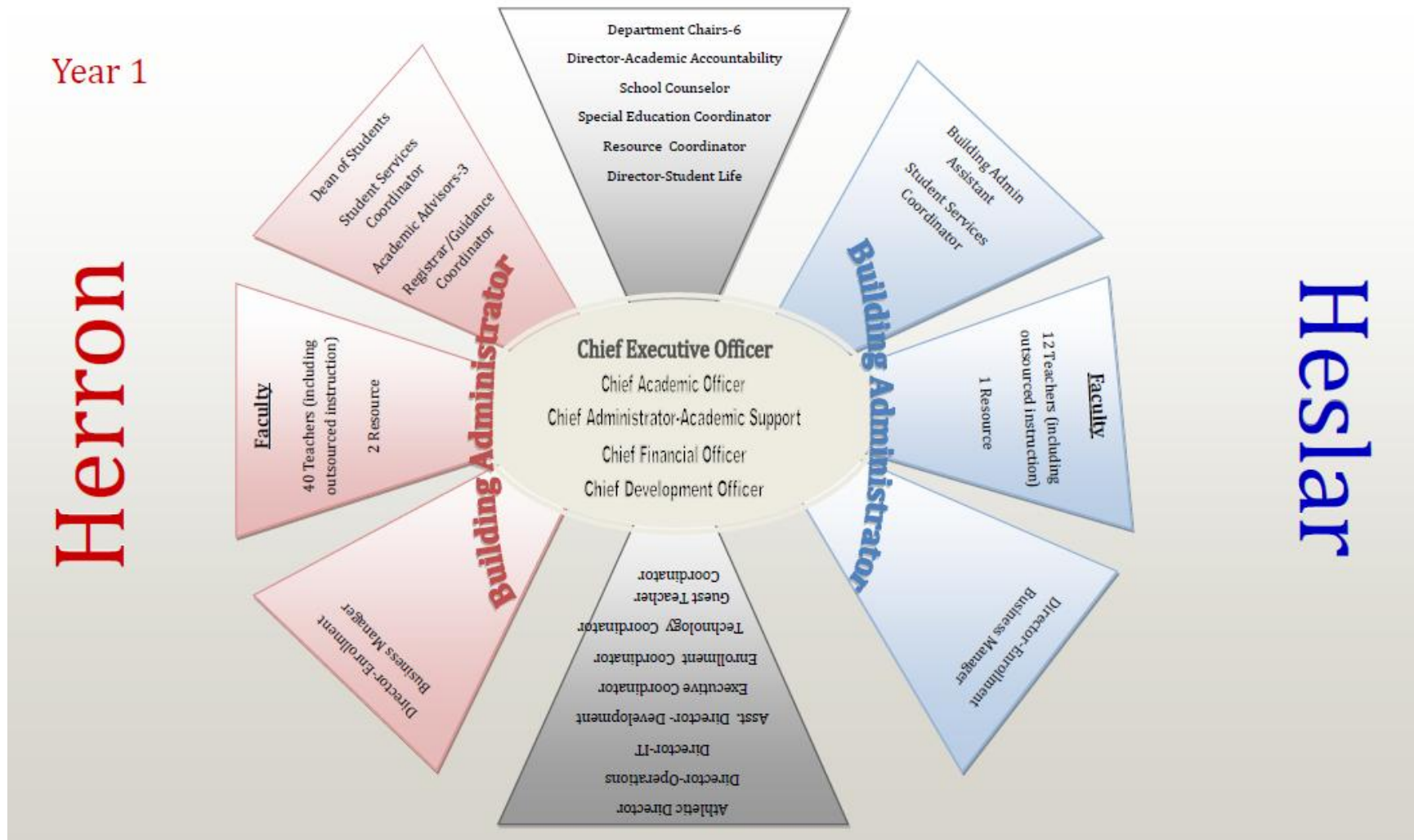
Forming a part of

Policy Number: CU 000444	
Coverage is Provided in: INDIANA INSURANCE COMPANY	
Named Insured: HERRON HIGH SCHOOL INC	Agent: GREGORY E APPEL INC Agent Code: 0001027 Agent Phone: (317) 634-7481

SCHEDULE OF UNDERLYING INSURANCE			
Type of Insurance	Policy Number	Policy Period	Insurer
Commercial General Liability	CBP0967943	07/01/2014 - 07/01/2015	NETHERLANDS INSURANCE COMPANY
Limits of Liability:			
Each Occurrence:			
			\$ 1,000,000
Personal and Advertising Injury:			
			\$ 1,000,000
General Aggregate:			
			\$ 2,000,000
Products/Completed Operations Aggregate:			
			\$ 2,000,000
Includes Hired Auto/Nonowned Auto Liability			
Type of Insurance	Policy Number	Policy Period	Insurer
Employers Liability	WC0193718	10/01/2013 - 10/01/2014	ACCIDENT FUND
Limits of Liability:			
Bodily Injury Each Accident:			
			\$ 500,000
Bodily Injury by Disease Policy Limit:			
			\$ 500,000
Bodily Injury by Disease Each Employee:			
			\$ 500,000

SCHEDULE OF UNDERLYING INSURANCE (continued)			
Type of Insurance	Policy Number	Policy Period	Insurer
School Leaders Errors and Omissions Liability	CBP0967943	07/01/2014 - 07/01/2015	NETHERLANDS INSURANCE COMPANY
Limits of Liability:			
Each Loss:			\$ 1,000,000
Aggregate:			\$ 1,000,000
This is a claims made coverage. Read your coverage form carefully.			
Retroactive Date: 04/07/2006			
Type of Insurance	Policy Number	Policy Period	Insurer
Law Enforcement Professional Liability	CBP0967943	07/01/2014 - 07/01/2015	NETHERLANDS INSURANCE COMPANY
Limits of Liability:			
Each Wrongful Act:			\$ 1,000,000
Aggregate:			\$ 1,000,000
This is a claims made coverage. Read your coverage form carefully.			
Retroactive Date: 07/01/2013			
Type of Insurance	Policy Number	Policy Period	Insurer
Sexual Misconduct and Molestation Liability	CBP0967943	07/01/2014 - 07/01/2015	NETHERLANDS INSURANCE COMPANY
Limits of Liability:			
Each Loss:			\$ 1,000,000
Aggregate:			\$ 1,000,000
Date Issued: 07/02/2014			

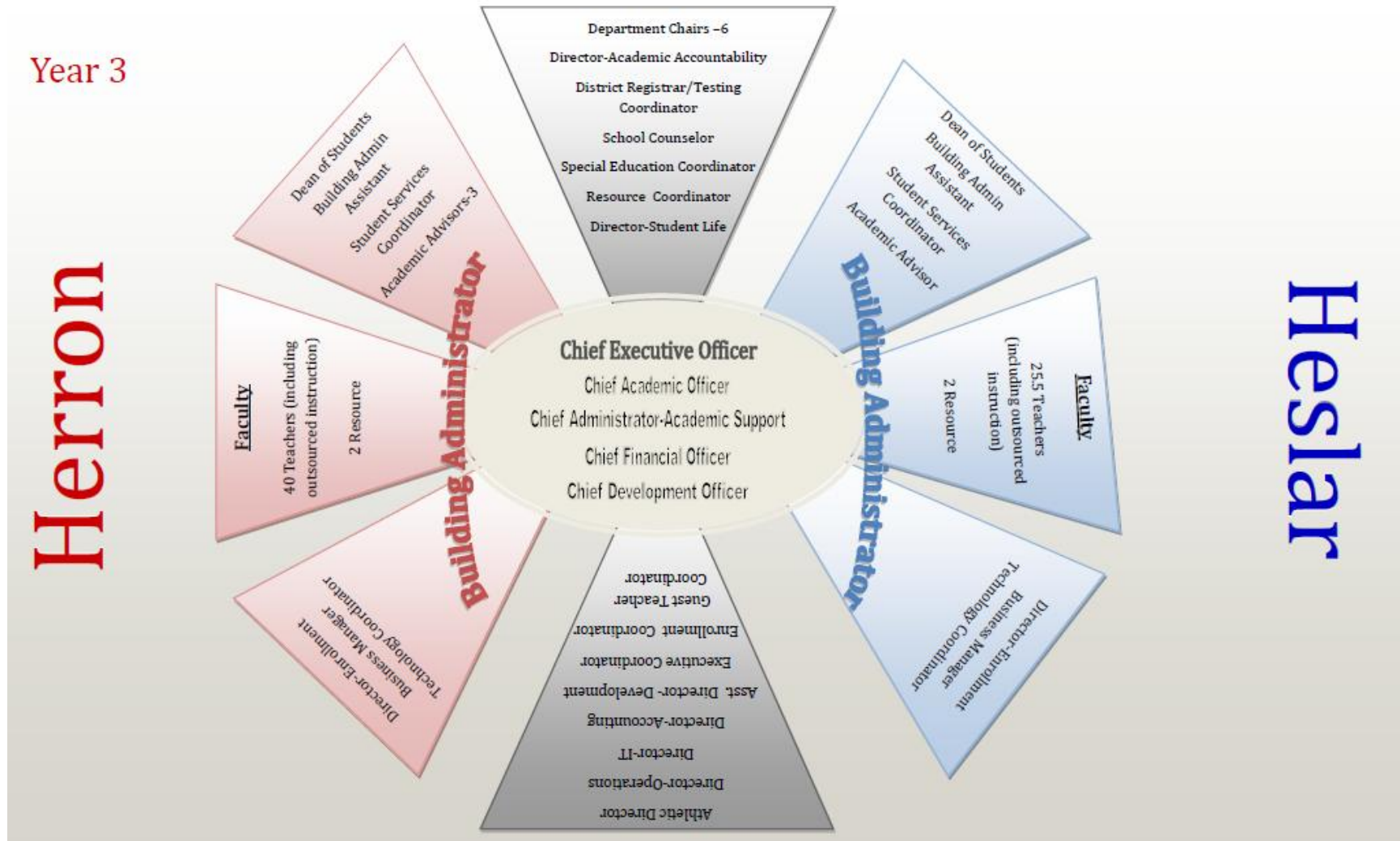
REPLICATION ORGANIZATIONAL CHART



REPLICATION ORGANIZATIONAL CHART



REPLICATION ORGANIZATIONAL CHART



REPLICATION ORGANIZATIONAL CHART



Herron High School Scope and Sequence 2014-15												
	Required Credit			9th Grade		10th Grade		11th Grade		12th Grade		
	Core 40	Honors	Herron	Course Selection	Credits	Course Selection	Credits	Course Selection	Credits	Course Selection	Credits	
Art History Timeline												
English	8	8	8	English 9 (H)	2	English 10	2	English 11	2	English 12	2	
						Pre-AP English 10	2	AP English Language and Composition	2	AP English Literature and Composition	2	
Mathematics	6	8	8	Algebra Foundations	2	Geometry (H)	2	Algebra II (H)	2	Pre-Calculus/Trigonometry (H)	2	
				Algebra I (H)	2	Algebra II (H)	2	Pre-Calculus/Trigonometry (H)	2	AP Calculus AB	2	
				Geometry (H)	2	Pre-Calculus/Trigonometry (H)	2	AP Calculus AB	2	AP Calculus BC	2	
				Algebra II (H)	2					AP Statistics	2	
										Finite Mathematics	2	
Science	6	6	8	Physics (H)	2	Chemistry (H)	2	Biology (H)	2	Chemistry (H)	2	
				Integrated Chem/Physics	2	Integrated Chem/Physics	2	AP Chemistry	2	AP Chemistry	2	
						Physics (H)	2	AP Physics	2	AP Physics (H)	2	
										Cell Biology / Forensics	2	
										AP Environmental Science	2	
											2	
Social Studies	6	6	8	World History	2	United States History	2	Economics (H)	1	European History (H)	2	
				AP World History	2	AP United States History	2	Government	1	AP Human Geography	2	
								AP U.S. Government and Politics	2			
Latin		6	* 8	Latin I (H)	2	Latin II (H)	2	Latin III (H)	2	Latin IV (H)	2	
				Latin Foundations	2					Latin V (H)	2	
										AP Latin: Vergil	2	
Physical Education	2	2	2	Physical Education I	1	Physical Education I	1			Greek I (H)	2	
				Physical Education II	1	Physical Education II	1					
Health and Wellness	1	1	1	Health and Wellness	1	Health and Wellness	1					
Electives	11	11	8									
Total	40	47	51									

Electives		Electives		Electives		
Visual Art		Theatre		Music		(H) indicates the course has an honors component.
Intro to 2-Dimensional Art	1	Beginning Theatre Arts	2	Beginning Choir	2	
Intro to 3-Dimensional Art	1	Advanced Theatre Arts	2	Advanced Choir	2	* Herron High School requires students to take four years of Latin
Drawing	2	Technical Theatre	2	Girls Chorus	2	
Painting	2	Advanced Technical Theatre	2	Orchestra	2	
Sculpture	2	Dramatic Literature	2	Intermediate Jazz Ensemble	2	
AP 2-D Studio Art	2			Advanced Jazz Ensemble	2	
AP 3-D Studio Art	2	Dual Credit Courses		Beginning Piano and Elec. Keyboard	1	
Art History	1	Psychology 101	1	Intermediate Piano and Elec. Keyboard	1	
AP Art History	2	Criminal Justice 101*	1	Wind Ensemble	2	
		Sociology 111	1	Introduction to World Music	2	
		Art History 105	1	AP Music Theory	2	
French						
French I (H)	2	Communications		Academic Support		
French II (H)	2	Journalism	2	Algebra I Foundations**	1or 2	
French III (H)	2	Speech	1	Reading and Composition**	1or 2	
French IV (H)	2	Debate	1			
Greek		Internship		**Designed for students who need support in passing the state required End-of-Course Assessments		
Greek I		Office Assistantship				

**Herron High School
Community Partnerships**

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Is a letter of support included in the application?
Marian University	Thomas J. Enneking, Ph.D. Executive Vice President and Provost	Marian University 3200 Cold Spring Road Indianapolis, IN 46222-1997 317-955-6010 tenneking@marian.edu	Collaborative Academic partnership currently under discussion	
Indy-Go- Indianapolis Public Transportation Corporation	Michael Birch, V.P. of Operations	Indygo Administrative Office 1501 W. Washington Street Indianapolis, IN 46222 317-635-2100	Provides students with public transportation	
Harrison Center for the Arts	Joanna Taft	1505 N Delaware St, Indianapolis, IN 46202 (317) 396-3886 jtaft@harrisoncenter.org	Collaborates on art infused programming and provides spaces, participates in emergency evacuation plan	
Indy Parks	Sheryl D. Richardson	Kennedy King Park Center 601 East 16 th Street Indianapolis, In 46202 srichard@indy.gov	Provides athletic fields and community resources	
Center of Excellence in Leadership of Learning (CELL)				
Center for Leadership Development	Dennis E. Bland, Executive Director Lade Akande College Prep Institute, College Success Coordinator	CLD 2425 Dr. Martin Luther King Jr. Street Indianapolis, IN 46208 oakande@cldinc.org	Provides additional academic and support services to our minority student population.	
King Park Area Development Corporation	Steven Meyer Executive Director	King Park Area Development Corporation 2430 N. Delaware Street Indianapolis, IN 46203 smeyer@kingpark.org	Sustaining and Development of a safe and secure neighborhood for our city's residents	
The Oaks Academy	Andrew Hart	2301 N Park Ave, Indianapolis, IN 46205 (317) 931-3043 ahart@theoaksacademy.org	Staff serve on Herron High School's Education Committee	
21st Century Scholars	Tafrica L. Harewood, MBA	Indiana Commission for Higher Education 402 West Washington Street, W462 Indianapolis, IN 46204 P: 317.232.0455		

Herron High School Replication Application

		E: tharewood@che.in.gov		
VSA Arts of Indiana	Linda Wisler V.P. of Programming and enRoute Gallery Director	VSA Arts of Indiana 1505 North Delaware Street Indianapolis, IN 46202 lwisler@vsa.org	Community partner serves as an internship location for Herron students and shared facilities upon request	
Historic Landmarks Foundation of Indiana	Marsh Davis	Indiana Landmarks 1201 Central Avenue Indianapolis, In 46202 mdavis@indianalandmarks.org	Formidable in securing the current facilities that are HHS	
Apparatus			Provides IT assistance and space for testing	
Girl's INC.	Patricia Watchel; CEO Central Indiana Girl's Inc.	Girl's Inc 3935 North Meridian Street Indianapolis, IN 46208 pwatchel@girlsinc.org	Provides support programming for our girls empowerment group	
Indiana Blood Center	Dotti J. Laas Community Outreach and Donor Associate	Indiana Blood Center Administration 3450 N. Meridian Street Indianapolis, IN 46208 317-916-5150	Partners with HHS student and Riley Hospital for Children	
Historic Propylaeum	Linda Carlen, Operations Manager	The Indianapolis Propylaeum 1410 N. Delaware Indianapolis, IN 46202 317-638-7881	Supporting students with community projects linked to historic Indianapolis	
Herron Morton Place Neighborhood Association and Foundation	Craig Stasila, HMPN President Chad Ahren ahrenc13@gmail.com	Herron Morton Place Foundation, Inc. PO Box 441722 Indianapolis, IN 46244	Partners with Herron High School to promote a safe community	
Talbot Street Art Fair and Dealers Association	Joan Kisner' President and Co-Chair Talbot Street jkkisner@hotmail.com	Talbot Street Art Fair and Dealers Association P.O. Box 489 Danville, IN 46122	We share our facilities and grounds yearly for the Talbot Street Art Fair	
Vocational Rehabilitation Services	Mary Ann Hamilton, M.A., CRC	2620 Kessler Blvd East Dr., Suite 105 Indianapolis, IN 46220 Office 317-205-0100; Cell: 317-605- 5629	Vocational Rehabilitation Services (working with our seniors to see what services they can provide to support them after they leave Herron)	
Fort Nightly Literary Club	Peggy Sabens	c/o Indianapolis Propylaeum, 1410 N. Delaware, Indianapolis, IN 46202	Provides annual essay contest for all students	
Peace Learning Center	Tim Nation 317-327-7144	Peace Learning Center 6040 Delong Road Indianapolis, IN 46254	Provides conflict resolution and support services	

			as well as internship and community relation opportunities for our students.	
Joy of All Who Sorrow	Father Steven Bowman	1516 N. Delaware Street Indianapolis, IN 46202	Provides space for testing and extra-circulars	
Redeemer Presbyterian Church	Jeffrey Earnest	jce571@sbcglobal.net	Provides space for convocations and community meetings, emergency evacuation plan	
Easter Seals Crossroads	Crista McIntosh Employment Transition Specialist Employment Division	Easter Seals Crossroads 4740 Kingsway Drive Indianapolis, IN 46205 317.466.2005 office 317.504.6324	Sped families with a variety of programs and information for Services	
Meridian Psychological Associates	Dr. Elizabeth Hahn	4401 N. Central Avenue Indianapolis, IN 46205 317-923-2333	Completes all of our Psycho-Educational Evaluations	
Hands in Autism Interdisciplinary Training and Resource Center	Naomi Swiezy, Ph.D., HSPP Professor of Clinical Psychology in Psychiatry Director	Riley Hospital for Children and IU School of Medicine 1130 W. Michigan St. Fesler Hall, Suite 302 Indianapolis, IN 46202	Provides consultation and evaluation for vocational rehabilitation services	
Center for Deaf and Hard Of Hearing Education	Kimberly Pelton/ Mary Rice Educational Consultant & Teacher of the Deaf and Hard of Hearing	Center for Deaf and Hard Of Hearing Education 1200 E. 42nd St. Indianapolis, In 46205 (317) 550-4822	Provides consultation and resources for students with disabilities	
Indiana School for the Blind and Visually Impaired	Shelby Metzler Outreach Consultant Deaf-Blind Specialist	Indiana School for the Blind and Visually Impaired 7725 N College Ave, Indianapolis, IN 46240 317-253-1481 ext. 100 smetzler@isbvik12.org	Provides consultation and resources for students with disabilities	
Saint Peter and Paul Cathedral			Student run service project St. Peter and Paul soup kitchen	

Janet Harmon McNeal

Dedicated and successful Educational Leader with proven ability:

- to form collaborative partnerships with political leaders, law makers and community foundations to bring innovation, accountability and academic achievement to urban education
- to build upon public and private partnerships as a means to insure adequate funding, expand educational opportunities and enrich student learning
- to launch, from the philosophical foundation up, a school culture that respects individual student needs, identifies differences in academic learning styles and implements programs designed to engage participation, build character and increase achievement
- to oversee the planning, design and renovation of existing structures and facilities into revitalized centers of learning that meet 21st century needs while helping to stabilize urban neighborhoods
- to develop and sustain innovative curricula that requires students to think critically and teachers to mentor and guide students through the curricula
- to advocate and sustain a school culture conducive to continuous improvement for students and staff
- to academically advise and counsel students and their families
- to assist instructional staff in development and implementation of curriculum, instruction, and assessment aligned with national, state and individual school's learning goals
- to assist instructional staff to facilitate teaching strategies that engages all types of student learners
- to recruit students and families to a private and charter school education
- to communicate with colleagues, parents, and community stakeholders to promote student learning and the school's community outreach

EXPERIENCE

Principal, Founding Leadership, Herron High School, Indianapolis, IN (2006 - present)

- Plan and implement classical curriculum for new school

- Hire, supervise and direct inaugural founding faculty and staff, currently 54 in 2009-10
- Direct annual growth of one full grade level until achieving all four high school grades
- Oversaw integration of the classical curriculum across academic departments
- Launch and implement Graduation Coach program designed to identify at-risk students and keep them on the path to a high school diploma

Academic Dean and Honors Director, Cathedral High School, Indianapolis, IN
(2002-2006) (1998-2006)

- Supervise, hire, and direct a 91 person teaching staff
- Observe and assess certified and non-certified staff members
- Organize and oversee new teacher orientation
- Organize and oversee on-site professional development training
- Advise honors students with course selections and college decisions
- Recruit and retain honors students to Cathedral High School
- Facilitate communication among students, teachers, and parents
- Coordinate events and meetings with community leaders and executive board
- Organize and host Presidential Scholar and Cathedral Scholar reception
- Oversaw vertical alignment of the academic departments' curricula
- Grew the Advanced Placement program from three to nineteen courses
- Led the investigation and beginning phases for Cathedral High School's International Baccalaureate Diploma Programme
- Oversaw and wrote Freeway School Accreditation to maintain state compliance standards
- Headed the Mission and Philosophy committee for ISACS for two separate evaluations

Teacher, Cathedral High School, 1994-2002

Taught: AP Literature and Composition, Sophomore American Literature, Academic Senior English, and Composition. Wrote curriculum for composition courses and for world literature courses.

Teacher, Springs Valley High School, French Lick, IN 1983-1994

Taught: 7th, 8th, and 9th grade Language Arts and 11th grade American Literature.

- Wrote language arts curriculum for grades seven through eleven.
- Began and directed Springs Valley High School's Drama Program. The program grew from one production a year in 1984 to four productions a year by 1988. Over 85% of the high school population participated in the productions.

EDUCATION

Certificate, School Administration, Indiana University Purdue University, 2001 – present
Master of Science in Secondary Language Education, Indiana University, 1989
Bachelor of Science Degree in Secondary Education (English and Theatre), IUS, 1982

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

AP Literature and Composition Workshops	The College Board	1994-2001
AP Coordinators Workshops	The College Board	1994-2005
AP Administrators Workshops	The College Board	2002-2005
Catholic Administrators Workshop	Notre Dame University	2003
How the Brain Learns Workshop	Marian College	2004
Teacher Assessment	ISACS	2004
IB, Introductory Workshop	IBO	Spring, 2002
IB, Coordinators Workshop	IBO	Fall, 2005
IB, Coordinators Workshop	IBO	Summer, 2004
IB, Administrators Workshop	IBO	Winter, 2005

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development
Phi Delta Kappa International
Phi Delta Kappa, Indiana Chapter
National Council of Teachers of English
National Association for Gifted Children

SPECIAL INTERESTS

Books – Theatre – Dance - Piano – Music – Gardening

Biography - Janet McNeal **Head of School, Herron High School**

Janet has more than 30 years of experience in education. Her first experience as a teacher was teaching U.S. soldiers American History and English in South Korea. She has directed high school and community theatre for twelve years. She taught American Literature and Ancient World literature at Cathedral High School prior to becoming the Honors Director and subsequently the Academic Dean. At Cathedral, Mrs. McNeal grew the Advanced Placement courses from three to twenty-one courses. She also led the research and implementation team for Cathedral's International Baccalaureate Programme. Mrs. McNeal's expertise in curriculum

development served as a valuable resource during Herron High School's start-up phase and continues to be a key ingredient in Herron High School's academic successes. In 2008 Mrs. McNeal implemented a graduation coaching program to help identify and support at-risk students and keep them focused on the road to college. Working closely with the College Advisor under the leadership of Mrs. McNeal, the team provides the resources students need to stay in school and develop the confidence and aspiration to pursue higher education. Mrs. McNeal's passion for student achievement and knowledge in the areas of professional development, assessment tools and student advising continues to be a rich resource to the faculty, students and the school community. Mrs. McNeal holds a B.S. in Secondary Education from IUS, a M.S. in Secondary Language Education from Indiana University, and a Certificate of School Administration from Indiana University Purdue University.

Jonathan Quincy Harris, Sr.

Education	<p>ED.D. Educational Administration (currently enrolled)</p> <p>2012 Ball State University Muncie, IN</p> <p>M.A.E. Educational Administration and Supervision</p> <p>2008 – 2010 Capella University Minneapolis, MN</p> <ul style="list-style-type: none">Completed 38 credit hours towards a MS in Human Services <p>1995 -2001 Alabama A&M University Huntsville, AL</p> <p>B.S. Music Education</p> <ul style="list-style-type: none">Student Conductor of University Choir <p>Indiana Licensure</p> <ul style="list-style-type: none">Vocal, Instrumental, and General Music – Instructional, Professional Educator's License. September 29, 2008 – September 29, 2013Building Level Administrator –May 19, 2012 –May 19, 2014
Work experience	<p>August 2001 – September 2003 IPS School #48 Indianapolis, IN</p> <p>General and Choral Music Teacher</p> <ul style="list-style-type: none">Instructed General Music Classes, Instructed Choral Music Classes, organized and conducted Concert Choir <p>September 2003 – June 2006 Kingdom Builders Preparatory Academy Indianapolis, Indiana</p> <p>School Administrator</p> <ul style="list-style-type: none">Administered placement test for each student, ordered textbooks for students, aided students in setting daily academic and behavioral goals, conducted parent conferences, facilitator of daily lessons <p>September 2006 – Present Herron High School Indianapolis, Indiana</p> <p>Choral Music Instructor</p> <ul style="list-style-type: none">Instruct students in music theory, vocal pedagogy and choral performanceOrganize and conduct Concert Choir performances

- Assist students in selection of music for Indiana State School Music Competition (ISSMA)
- Assist students in learning music for ISSMA Competition

Graduation Coach

- Assist students in setting academic goals
- Assist students in setting behavioral goals
- Overseer of peer –tutoring program
- Identify and connect students to appropriate community assistance agencies

Advanced Placement Coordinator

- Determine the Advanced Placement offerings at the school
- Attend state, regional, and national Advanced Placement training and conferences
- Manages all activities required to administer the Advanced Placement exams
- Collect, disaggregate, and disseminate Advanced Placement related data
- Facilitate continuous professional development opportunities for Advanced Placement Instructors

Dean of Students

- Promote and support an effective learning environment by providing overall leadership to the student management function
- Administers the student code of conduct and monitors compulsory attendance requirements
- Investigates student attendance and conduct concerns. Helps parents and students understand attendance and behavioral requirements
- Establishes protocol for notifying parents of continued truancy and / or misconduct issues and concerns
- Counsels students to acknowledge and manage responsible personal conduct. Helps resolve problems that impede student learning and / or participation in school activities
- Work collaboratively with faculty to develop systems for behavioral interventions that contribute to a productive, academic environment
- Help supervise student activities as directed (e.g., arrivals/departures, parking lots, lunch periods, hall duty, extracurricular programs, etc.).
- Work collaboratively with the Executive Leadership Team and the Grant Writer to determine specific projects and programs for which to seek additional funding. Oversee the grant application and execution for those projects and programs that relate to the Dean of Students' areas of responsibility

Assistant Head of School

- Member of the Executive Leadership Team
- Supervise and attend extracurricular events as requested
- Assist the Head of School with the overall organization, administration and supervision of school operations
- Ensure that the school environment is clean, orderly and safe at all times
- Collaboratively work with the administration and others to support the policies, guidelines, and working procedures for Herron High School
- Supervise the daily use of the school facilities for both academic and nonacademic purposes

Extra Curricular activities

- Member of the Indianapolis Symphonic Choir

Community activities

- Volunteer monthly at Saints Peter and Paul shelter

Deborah Hoogstrate Cooney

Education

1995 Ph.D. Indiana University, School of Education; Bloomington, Indiana
Instructional Systems Technology – Instructional Design
Cognate: Curriculum and Instruction
1987 MS Indiana University, School of Education; Bloomington, Indiana
Secondary Education; Alternative Schools Teacher Education Program ASTEP
1977 BA Calvin College; Grand Rapids, Michigan
Double major: Music Education and Elementary Education

Professional Experience

2006–present **Assistant Head of School**, Herron High School, Indianapolis, IN
Integral member of a small team that designed, developed and opened Herron High School, a public charter school in Indianapolis. Have had primary responsibilities in all areas of the school at various times, including Dean of Students; testing and evaluation; Dean of College Advising; curriculum and instruction development.

01/04 – 12/04 **Adjunct Professor**, Indiana University (IUPUI), Indianapolis, IN
Taught graduate level education classes in curriculum and instruction.

7/03 – 6/06 **Middle School Humanities Teacher**, The Hasten Hebrew Academy of Indianapolis.
Teacher of middle school language arts and social studies in a private Jewish day school.

8/92 – 6/03 **Director of Technology Training**, Park Tudor School, Indianapolis, IN
Directed faculty and staff professional development. Developed and directed a parent-community technology training program. Chaired the Technology Department. Taught technology and study skills classes in the high school.

8/91 – 6/92 **Director of Curriculum**, Quicktain, Inc., Indianapolis, IN
Project manager for computer training projects for major corporate client, Eli Lilly and Company. Supervised all phases of the project.

4/89 – 8/91 **Training Specialist**, U. S. Army, FT Benjamin Harrison, IN
Coordinator for a major interactive video training project for the TACCS, Tactical Army Combat Computer System. Developed and evaluated print-based correspondence courses. Assisted in scriptwriting, production and editing of video training tapes for the Department of Defense Joint Optical Information Network.

1/86 – 1/88 **Instructional Designer**, Bibliogem, Inc., Bloomington, IN
Lead designer for a high school English textbook series software component, produced for a major textbook publishing house, Macmillan, Inc. Supervised designers, writers and editors throughout all phases of the project.

8/85 – 4/89 **Associate Instructor**, Indiana University, School of Education, Bloomington, IN
Taught undergraduate teacher education courses.

8/84 – 8/85 **Graduate Research Assistant**, Indiana University, School of Education, Bloomington, IN
Assisted in writing grant proposals, the collection and summary of survey data and faculty development. Responsible for the design and development of computer-based training materials used in teacher education programs.

8/77 – 8/79 **Elementary School Teacher**, Alameda Christian School and San Jose Christian School.